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Cornell University

ANNOUNCEMENTS

Cornell University-New York Hospital

School of Nursing

1965–66

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1320 York Avenue
New York, New York 10021

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CORNELL UNIVERSITY ANNOUNCEMENTS

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Calendar

		1965
Sept. 11	Saturday	Registration, Class of 1968, 9 a.m.–12:30 p.m.
Sept. 13	Monday	Orientation, Class of 1968
Sept. 13	Monday	Instruction begins for Classes of 1966, 1967
Sept. 20	Monday	Instruction begins for Class of 1968
Nov. 24	Wednesday	Thanksgiving recess: Instruction suspended, 5 p.m.
Nov. 29	Monday	Instruction resumed
Dec. 17	Friday	Christmas recess: Instruction suspended, 5 p.m.
		1966
Jan. 3	Monday	Instruction resumed
Jan. 21	Friday	Midyear recess begins 5 p.m., Classes of 1966, 1968
Jan. 28	Friday	Midyear recess begins, 5 p.m., Class of 1967
Jan. 31	Monday	Instruction resumed, Classes of 1966, 1968
Feb. 7	Monday	Instruction resumed, Class of 1967
April 1	Friday	Spring recess begins 5 p.m., Class of 1966
April 8	Friday	Spring recess begins 5 p.m., Classes of 1967, 1968
April 11	Monday	Instruction resumed, Class of 1966
April 18	Monday	Instruction resumed, Classes of 1967, 1968
May 30	Monday	Holiday: Memorial Day
May 31	Tuesday	Intersession begins for Class of 1968
June 3	Friday	Instruction ends 5 p.m., Class of 1966
June 8	Wednesday	Convocation and Commencement
June 17	Friday	Instruction suspended, 5 p.m., Class of 1967
June 24	Friday	Instruction suspended, 5 p.m., Class of 1968

Students are expected to remain in School until the last scheduled class or laboratory experience is completed prior to any vacation period. At the close of the vacation period, each student is expected to return to the School in time to participate in the first scheduled class or laboratory experience.

The dates shown in the calendar above are tentative.

The New York Hospital-Cornell Medical Center, at 68th Street and the East River, covers three city blocks (68th to 71st Streets), and includes The New York Hospital, the Cornell Medical College, and the Cornell University–New York Hospital School of Nursing.

Cornell University-New York Hospital

School of Nursing

THE PREPARATION OF TODAY'S PROFESSIONAL NURSE

Nursing represents one of the vital forces for health in today's society. The nursing needs of people range from the simplest to the most complex. Persons with widely varying preparation may help to meet these needs, but the professional nurse is the key person in the total picture of nursing service. Nursing service includes promotion of health, prevention of disease, and treatment of sickness; it should reach individuals in the hospital, the home, the school, and on the job.

The professional nurse who is to function in the pivotal position in this total service must have a preparation which is different from that offered by the majority of nursing schools. The rapid increase in scientific knowledge and the broadened scope of therapy alone would make this essential. Added to this are the special problems growing out of the wider spectrum of ages to be cared for, since modern medicine provides greater health opportunities for the newborn and the aged. The present concept of rehabilitation, which accepts as an aim optimum recovery for each person, demands from the nurse factual knowledge based on the various sciences, trained insight to recognize possibilities, and skill in interpreting this information to her patient.

Continuing research in the behavioral sciences (for example, sociology, cultural anthropology, and social psychology) points the way to another field in which the nurse must be prepared. These sciences offer resources essential in helping her work effectively not only with patients but with professional practitioners in related fields, and with less well-prepared assistants whom she must guide in nursing care. This responsibility of teaching and directing auxiliary personnel is inherent in the work of every professional nurse today.

The purpose of the program in this School is to give each graduate educational preparation for a happy and effective life, personally and professionally. Immediately upon graduation she is prepared to practice, under guidance, in any beginning position in professional nursing, and with increased experience can help to meet one of today's greatest health

problems, that of finding new and better ways of providing nursing care for a rapidly expanding population. For those students with superior academic potential the curriculum assures a basis for further study leading to advanced degrees, which are essential for wider responsibilities in such fields as teaching, administration, and nursing research.

HISTORY OF THE SCHOOL

The Cornell University–New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing, one of the earliest nursing schools in the country. The School is part of The New York Hospital–Cornell Medical Center, which includes also the Cornell University Medical College and the various adjoining buildings of The New York Hospital extending from 68th to 71st Streets on the East River.

The Center is a joint undertaking of The Society of the New York Hospital and Cornell University, committed to a fourfold purpose in (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and (4) promotion of public health through the development of preventive medicine.

The New York Hospital is the second oldest voluntary hospital in this country, its Royal Charter having been granted in 1771, in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled, and on early maps the location was designated simply as "the Hospital."

Cornell University with its campus in Ithaca, New York, received its charter in 1865.

Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted a great deal of thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the State of New York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864–1865 a young senator named Andrew D. White, later to become the first president of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well.

The Medical College and the School of Nursing are the two divisions of the University which are located in New York City.

The Hospital had been operating for over 100 years before a school for the training of nurses was opened. There had been early steps taken, however, to improve the care given to patients; even in 1799 Dr. Valentine Seaman, a scholar and prominent physician, had organized a series of lectures combined with a course of practical instruction in the wards which was given to the women who were engaged by the Hospital at that time as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When in 1873 the first training school in this country on the Nightingale pattern was opened at Bellevue Hospital, the Governors of The Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the present Medical Center was opened in 1932.

Early in the Hospital's history it pioneered in such steps as introducing temperature charts and anesthetics, in the use of vaccination for smallpox, and in humane methods in the care of the mentally ill. Today the Center continues to pioneer in the improvement of patient care. In today's pioneering, a significant factor is the quality of the nursing which must keep abreast with developments in the biological, physical, and social sciences. New methods (such as open heart surgery, and use of the artificial kidney) and new approaches (such as family-centered maternity care and helping the mother of a hospitalized child to play a greater part in the child's care) are examples of changes which require new methods in nursing as well.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program to keep pace with these needs. Today the work of the professional nurse requires a great deal more self-direction and leadership ability than in the past and in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

THE ALUMNAE ASSOCIATION

The Cornell University–New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

ACCREDITATION

The School is approved for accreditation by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree, and preparing for beginning public health nursing responsibilities. The accreditation is an important factor in the employment status of graduates of the School not only for positions which are specifically in public health but for others as well, since accreditation is on the basis of the total program.

ADMISSION

GENERAL STATEMENT OF REQUIREMENTS

Nursing requires individuals of integrity and intelligence with a deep interest in public service. Candidates are selected whose credentials indicate high rank in health, scholarship, maturity, and ability to work with people, and who give evidence of personal fitness for nursing. A minimum of two years of college (60 semester hours *) is required for admission. To meet that requirement, a wide choice of colleges is available. The required curriculum for the two years is general liberal arts, and it may be taken in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools. Applicants may therefore take the first two years at any one of a great many colleges throughout the country or in one of the colleges of Cornell University in Ithaca, New York. The work of the first two years required for admission to this School contains no nursing or "pre-nursing" courses, and, therefore, selection of a college in which to take the first two years is *not* dependent upon its offering a pre-nursing program.

Help in the selection of a college may be obtained by referring to the list, "Students in the School," which appears at the back of this Announcement. That list indicates the colleges from which students now in the School of Nursing have transferred. It is, however, not a complete list of the colleges from which students may transfer.

In selecting a college and registering for the courses of the first two years, the following section, "Educational Requirements for Admission," should be read carefully.

EDUCATIONAL REQUIREMENTS FOR ADMISSION

Since two years of liberal arts college are required for admission to the School it is important to plan the high school course to meet the general college admission requirements. The prospective applicant should write or come to the School as early as possible to plan a college course from which she will gain the best possible educational background preparatory to entering the School of Nursing.

Within the two-year liberal arts college program taken prior to admission the following courses are *required:*

Courses	*Semester Hours Credit*
Chemistry (including laboratory)	6–10 (2 semesters)
Biology or Zoology (including laboratory)	6–10 (2 semesters)
Psychology (general or introductory)	3 (1 semester)

Applicants entering with only 60 credits are urged NOT to take additional courses in the natural sciences, and the following courses are

* See the section "Educational Requirements for Admission."

NOT acceptable as fulfilling the 6-hour credit requirements in the biological sciences: Human Anatomy, Physiology and Bacteriology.

Subjects for which there is no specific credit requirement but which are especially helpful to the nursing student are *recommended* in the following order of preference:

Sociology or Cultural Anthropology (urged)
English, Literature, History (urged)
Subjects in the general area of human behavior and relations
Languages (may be of particular usefulness in working with patients and also because of the many opportunities in international work and in advanced study)
Economics, Physics
Art and Music (theory, appreciation, or history)
Additional courses in the natural sciences (for students taking more than 60 credits prior to admission)

The following subjects *cannot be counted* toward the 60 semester hours of credit required *for admission:*

Health and Hygiene
Music (instrumental or voice)
Nursing courses (any description) and Nutrition

Generally, the principle applies that courses which cover essentially the same content as those presented in the School of Nursing cannot be credited toward meeting admission requirements because there is no allowance within the School of Nursing program for electives which can be substituted for courses already taken.

Physical Education and
One-credit courses are not accepted unless they are taken for two consecutive semesters totaling 2 credits.

The program in the School of Nursing requires the student to have a good background in English composition, communication skills, and use of the library. Should a student prove markedly deficient in communication skills she may be required to strengthen her background by taking courses at a near-by university.

Students on the Cornell University campus in Ithaca should confer early with their advisers in the colleges where they are registered, or with the University Placement Service staff, who will be glad to assist in planning a desirable program. Cornell students, as well as students in other colleges and universities, should, however, communicate with the School of Nursing as indicated in the section "Application for Admission." Each time the student registers for courses during her first two years, she should review this section of this Announcement with her adviser. Applicants who do not meet in full the specific subject requirements for admission, but who have a good record of two or more years of college, are encouraged to communicate with the School of Nursing for review of their credits and for possible assistance in arranging for courses which can be taken in summer sessions.

AGE AND HEALTH REQUIREMENTS

As each applicant is considered in the light of her total qualifications, there are no definite age limits. In general, however, it has proved desirable for applicants to be between the ages of 18 and 35 years. The results of a complete physical examination must be submitted at the time of application. A dental examination is required prior to admission. A form for this report is sent to applicants after acceptance and should be returned within the six months prior to admission. Vaccination against poliomyelitis before admission is strongly urged. Inoculation against tetanus and typhoid fever, and vaccination against smallpox, are *required* of all students within the nine months prior to admission. In addition the applicant must have a Schick Test, and, if the reaction is positive, must be immunized against diphtheria before admission.

APPLICATION FOR ADMISSION

A blank for formal application for admission to the School of Nursing, containing full instructions, may be obtained by returning the form at the back of this Announcement to the Registrar of the Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, N. Y. 10021.

A personal interview is considered an important part of the application procedure. Effort is made to have the applicant meet with a member of the Committee on Admissions at the School in New York. If this is not practicable, a conference can often be arranged with an alumna or other qualified person living near the applicant's home or college.

Applications will be accepted as long as there are vacancies in the entering class. To be assured consideration, however, formal application should be made after the first term of the first college year if the applicant plans to enter after her second college year. When all application forms are received, including the report of the psychometric test and a transcript covering the first year of college work, and if these appear to be satisfactory, *the applicant will be accepted and a place in the class held for her pending completion of the remaining requirements with satisfactory standing.*

PROMOTION AND GRADUATION

The established system of grading is a scale of F to A, with D as the lowest passing grade. An average of C for each term is required for promotion without condition. A grade below C in theory or practice in any clinical field of nursing or a term average which is less than C places a student on condition. This must be removed by the end of the next term to ensure further promotion.

A grade of I (Incomplete) is assigned if the work of a course is not completed because of illness or unavoidable absence and if, in the judgment of the instructor, the student has shown evidence that she can complete the course satisfactorily within a reasonable period of time.

An F (Failure) in *any* subject may necessitate withdrawal from the School unless the student's ability is exceptional in other respects, in which case repetition of the course may be recommended by the instructor, if the course is available. With faculty approval a similar course may be taken at another university in the city, if not available at this School.

No more than one re-examination will be permitted in the case of failure in the midterm and/or final examination in a course, and only upon the recommendation of the instructor and approval by the Dean. In case a re-examination is permitted, it is the responsibility of the student to arrange with the instructor for a plan of study preparatory to it. A charge of $2 will be made for each re-examination. (No more than six re-examinations are permitted during the program.)

At the end of each term the student's progress is considered by a Promotion Committee. Her accomplishment in theory and practice, relationships with patients and others, and her general development are factors considered.

Those students demonstrating outstanding ability are elected to the Dean's List each term. Notation of this honor also appears on the student's final record. A student is eligible for honorable dismissal at any time she may elect to withdraw if her academic and personal record meet the standards of the school, and if she has no financial indebtedness to the school.

A student who is not maintaining an acceptable level in her work, or who does not demonstrate that she has or is developing the qualifications which are important for a good nurse, may be put on condition, suspended, or asked to withdraw. The School reserves the privilege of retaining only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and personal suitability for nursing.

Parents or guardians of students are advised when students are placed on condition or asked to leave the School. However, in general, the School reports only to students. Each student is kept informed of her progress through frequent examinations, reports, and conferences, and every effort is made to provide assistance and guidance which will help her to succeed. When it seems advisable, a student may be asked to withdraw from the program without having first been on condition.

DEGREE

The degree of Bachelor of Science in Nursing is granted by Cornell University. In order to qualify for the degree, the student must maintain a cumulative average of C for the total program, and must have completed satisfactorily all of the theory and clinical laboratory outlined in this Announcement or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science in Nursing with Distinction, the only honorary designation granted by

Cornell University. To qualify for this honor the student, in the judgment of the faculty, must have maintained her work at an exceptionally high level and must possess personal characteristics consistent with effective professional practice.

At the time of graduation one senior student is chosen by her classmates and, with the approval of the faculty, receives the award of "Excellence in Nursing." A small silver dish which accompanies this award is given by the Alumnae Association of the School of Nursing.

STATE REGISTRATION FOR GRADUATES

Graduates are eligible for admission to the examination for licensure administered by the Regents of the State of New York and are expected to take the first examination given after completion of the nursing course. Satisfactory completion of this examination classifies the graduate of the School as a Registered Nurse (R.N.) in the State of New York.

Graduates are urged to take State Board examinations in New York State. It is not possible for the School to provide the data required by the other states as expeditiously as may be necessary for early licensing. Those wishing to practice elsewhere may then apply for registration by reciprocity.

THE BASIC NURSING PROGRAM

OBJECTIVES

In keeping with the philosophy underlying the program, the admission requirements and the curriculum have been planned to help each student attain the following objectives:

To be informed of resources through which she may seek information and keep abreast of new knowledge, particularly as it pertains to her professional practice; to develop beginning skill in using such resources.

To develop a concept of nursing as encompassing not only the care of the sick but the prevention of illness and the promotion of health for the individual and the community.

To become professionally competent and technically skilled, capable of drawing upon the humanities and the natural and social sciences to make reasoned judgments in the practice of her profession.

To gain appreciation of the place of nursing in today's society and to develop the ability to interpret it to others; to see her personal responsibilities as a member of the nursing profession.

To develop as a person who is sensitive to the needs of others and who can establish effective relationships and gain satisfaction and happiness from daily activities.

To grow toward becoming a mature individual as evidenced by self-motivation, self-direction, willingness to assume responsibility for her own actions, and the development of a set of values worthy of a professional person and a good citizen.

THE PROFESSIONAL CURRICULUM

(Three Academic Years)

Courses in the first year are primarily devoted to foundation materials from the natural and social sciences, and to the development of knowledge and basic skill related to the administration of general nursing care to hospitalized patients of all ages. The student gains a beginning understanding of the community organization and of resources and agencies which are commonly available to protect the health and well being of citizens. She gives nursing care for short periods each week under the guidance of a faculty member. In the spring of the year there is a four-week Intersession during which there is a concentrated period of daily practice in patient care on selected floors of The New York Hospital. Throughout the year there are observations in a variety of agencies and institutions in and near the city. Visiting lecturers present content from special fields, and assigned projects provide a focus for the detailed study of health problems.

The clinical portion of the program begins intensively in the second year, and most courses are made up of two related parts—one theory and the other practice. The practice, referred to as "clinical laboratory," usually occupies 20 hours a week. As graduates of the program are prepared to provide nursing care in a variety of situations other than the hospital, there is emphasis throughout on disease prevention, health instruction, and rehabilitation. The student participates in conferences with practitioners from other professions, centering on the broad aspects of health care. She assists in the referral of patients who require nursing care after discharge from the hospital, and she has frequent contact with community agencies which are prepared to help provide such service.

During one term the student is particularly concerned with maternal-child health, including the care of new-born babies and their mothers, and consideration of family relationships and problems. In this term there is also an opportunity to observe well children in their normal activities and to give care to sick children who are receiving therapy in the out-patient clinics or on the floors of the hospital. Course content is presented by medical and nursing faculties in the Departments of Obstetrics and Pediatrics.

During the other term of the second year, the nursing needs of patients on medical and surgical services are explored. This course is presented through the combined efforts of the medical and nursing faculties in the Departments of Medicine and Surgery. Students care for selected patients both in the units of the hospital and in the operating room, and they observe the progress of certain patients when they return for continuing care to the Out-Patient Department.

In the senior year a course is presented in psychiatric nursing by the faculty of the Payne Whitney Psychiatric Clinic. Through this course the student has an opportunity to gain an understanding of the causes of mental illness and to develop a beginning ability to meet the nursing

needs of the mentally ill. She is introduced to the theories underlying prevention of such illness and becomes cognizant of the newer methods of treatment. There are visits to other types of agencies in the community, such as a state mental hospital.

Other courses in the third year include public health nursing, outpatient nursing, and nursing in long-term illness. Practice takes place in the Out-Patient Department of The New York Hospital, in a public health agency, and in centers which offer special rehabilitation programs for the chronically ill or handicapped.

Through the course "Professional Leadership in Nursing Care," senior students have an opportunity to learn some of the special skills of group leadership, to consider the ways of improving patient care through application of sound administrative and supervisory techniques and to get experience in directing the work of other nursing personnel. A few students who meet certain criteria may elect to participate in the "Seminar on Techniques of Scientific Investigation" under the guidance of a social scientist.

Absences During Program

Interruptions in attendance, or inability to complete one or more courses at the time scheduled, present a considerably greater problem in a program of this kind than in the usual academic course of study.

Because many courses involve clinical laboratory, a leave of absence usually necessitates an absence for one semester. As a result of absence, a student may be required to re-register for all or part of a course of study or she may be transferred to a later class.

PROGRAM

Each student entering the school is expected to complete the entire program. The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing health needs of society or the best interests of the students and the school.

Courses are presented only once each year—in the semester indicated unless starred (*). Starred courses are presented each semester.

FIRST YEAR

Fall Semester			Spring Semester		
Course No.	*Course Title*	*Sem. Hrs. Cr.*	*Course No.*	*Course Title*	*Sem. Hrs. Cr.*
	Orientation	0	105.(I)	Social Science and Health [1]	1.0
101.	Human Development and Behavior	2.0	125.	Nutrition and Diet Therapy	2.0
130.	Anatomy-Histology	4.0	132.	Microbiology	3.0
131.	Physiology	4.0	140.	Body Changes in Disease	3.0
151.(I)	Fundamentals of Nursing	7.0	152.(II)	Fundamentals of Nursing	6.0
	TOTAL	17.0		TOTAL	15.0

[1] Social Science and Health is divided into two units with course credit given at the end of the second unit in the second year.

INTERSESSION

Course No.	*Course Title*	*Sem. Hrs. Cr.*
153.(III)	Fundamentals of Nursing	3.0

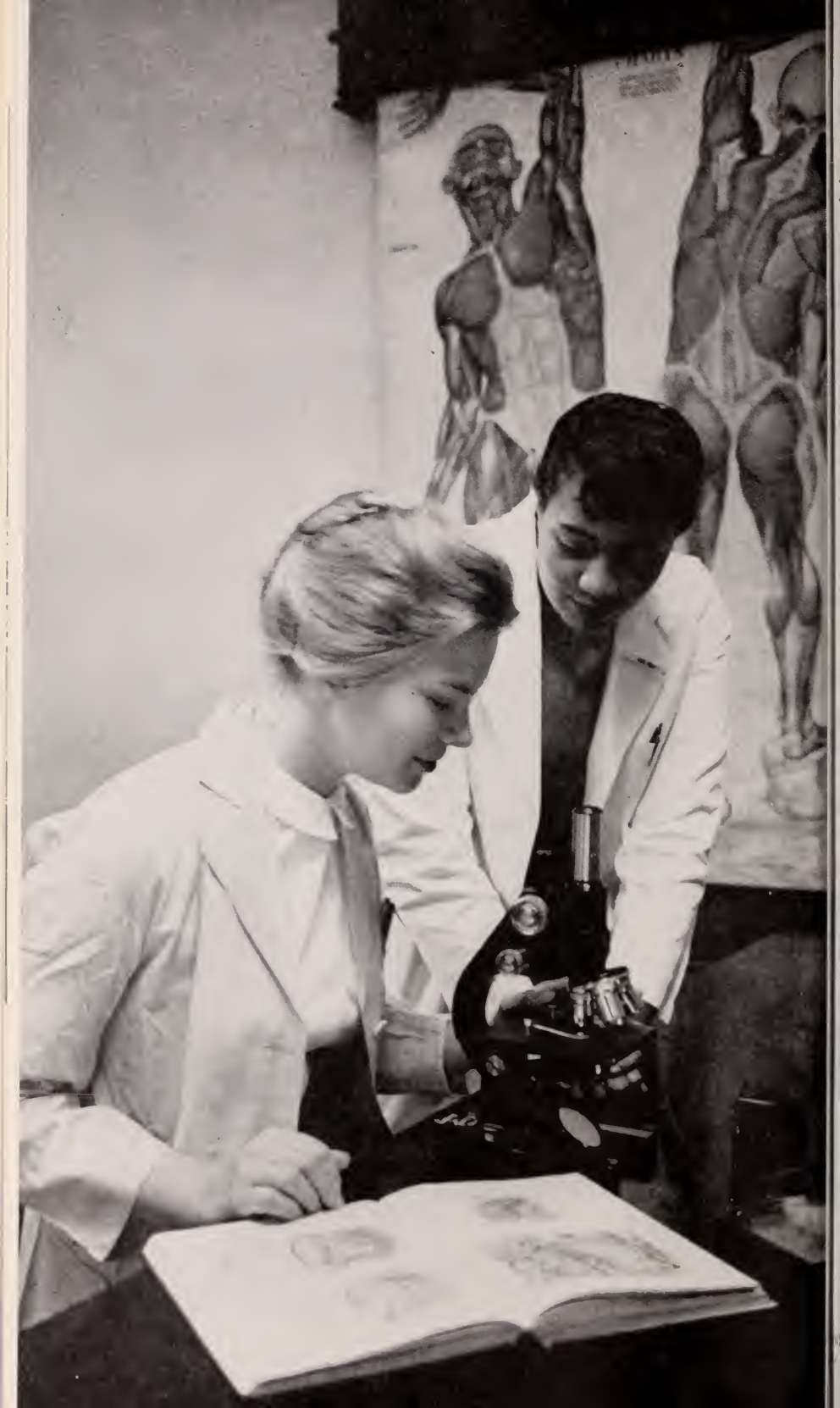
SECOND YEAR

Fall Semester			Spring Semester		
Course No.	*Course Title*	*Sem. Hrs. Cr.*	*Course No.*	*Course Title*	*Sem. Hrs. Cr.*
105.(II)	Social Science and Health [1]	1.0	115.(II)	History and Trends in Professional Nursing	1.0
115.(I)	History and Trends in Professional Nursing	1.0	145.	Principles of Epidemiology	2.0
253.	*Medical-Surgical Nursing	15.0	251.	*Maternity Nursing	7.0
			252.	*Pediatric Nursing	8.0
	TOTAL	17.0		TOTAL	18.0

THIRD YEAR

Fall Semester			Spring Semester		
Course No.	*Course Title*	*Sem. Hrs. Cr.*	*Course No.*	*Course Title*	*Sem. Hrs. Cr.*
360.	*Psychiatric Nursing	7.0	351.	*Nursing Care of the Outpatient	3.0
365.	*Professional Leadership in Nursing Care	6.0	352.	*Nursing in Chronic Disease and Rehabilitation	3.0
	TOTAL	13.0	353.	*Public Health Nursing	6.0
				TOTAL	12.0
305.	Seminar in Techniques of Scientific Investigation (For Selected Students)		305.	*(Continued)*	6.0

PROFESSIONAL PROGRAM=95 Semester Hours Credit (Excluding Course 305)



DESCRIPTION OF COURSES

NATURAL SCIENCES AND RELATED COURSES

125. NUTRITION AND DIET THERAPY

Normal adult nutrition. A study of the function and sources of the major food groups and their availability in the world. The needs of the individual and the many factors that influence nutrition are considered. Common diet modifications and their relationship to various diseases are studied. (Nutritional requirements in childhood and pregnancy are presented during the courses in pediatric and maternity nursing.)

Miss Erlander and Miss Whittaker.
Credit: 2 hours (30 hours class).

130. ANATOMY-HISTOLOGY

A laboratory course in gross and histological anatomy, using human cadavers, a variety of tissue sections, and selected animal viscera. The regional approach is used.

Miss Wright and Science Faculty.
Credit: 4.0 hours (60 hours combined class and laboratory).

131. PHYSIOLOGY

A study of the physiological systems, their interrelationships in maintaining the homeostatic adjustment of the body to environmental changes. Fundamental biochemical principles of metabolism, electrolytes, acid-base balance, blood and urine constituents are integrated.

Miss Miller and Science Faculty.
Credit: 4.0 hours (50 hours lecture and 25 hours laboratory).

132. MICROBIOLOGY

General and pathogenic bacteriology and selected topics in parasitology and immunology form the basis.

Miss Wright and Science Faculty.
Credit: 3.0 hours (42 hours class; 18 hours laboratory).

140. BODY CHANGES IN DISEASE

Structural and functional changes that occur in diseases, including their manifestations.

Miss Miller and Science Faculty.
Credit: 3.0 hours (45 hours lecture and demonstrations).

145. PRINCIPLES OF EPIDEMIOLOGY

A study of the principles of epidemiology and the application of the scientific method to the investigation of health problems in the community. Biostatistical principles and their application and use are included. Emphasis is placed on the role of the nurse in the epidemiologic investigation.

Faculty in Public Health Nursing; Guest Lecturers.
Credit: 2.0 hours (30 hours class).

vledge of the basic sciences prepares the professional nursing student to
sound judgments when giving nursing care.

SOCIAL SCIENCES AND RELATED COURSES

101. HUMAN DEVELOPMENT AND BEHAVIOR

A survey of the life span of man designed to show, through fact and theory, the interdependence of the physical, emotional, and social behavior of man from conception to old age. It will present in general terms the characteristics and progress of the human being through successive age periods. It is intended to serve as a frame of reference for more intensive, specific learnings and experiences in the clinical areas. The theme is the developing personality of biological man through the socialization process.

Miss Frany, Faculty Associates, and Guest Lecturers.
Credit: 2.0 hours (30 hours class).

105. (I–II) SOCIAL SCIENCE AND HEALTH

Presented in two units, this course deals with the social, psychological, and cultural approach to problems of health and illness. Attention is focused upon concepts and methods of the social sciences that have particular relevance for total patient care.

Mrs. Macgregor and Guest Lecturers.
Credit: 2.0 hours (30 hours class).

115. (I–II) HISTORY AND TRENDS IN PROFESSIONAL NURSING

This course is presented in two units. The first will explore the historical backgrounds of nursing and parallel developments in religion, science, medicine, hospitals, and public health which have influenced nursing. The second unit will survey the development of, and modern trends in, American nursing as well as current problems of interest to the professional practitioner. Readings in primary and secondary sources.

Miss Schwartz and Guest Lecturers.
Credit: 2.0 hours (30 hours class).

305. SEMINAR IN TECHNIQUES OF SCIENTIFIC INVESTIGATION

For selected senior students. To develop a research attitude and creative imaginaion.

Mrs. Macgregor.
Credit: 6.0 hours.

NURSING COURSES (GENERAL AND CLINICAL)

ORIENTATION

Students are introduced to the plan by which the program of the School will be presented. Among the topics are the facilities of the Medical Center and the relationships which exist between the various schools; the educational programs and services offered; the plan of dormitory living; and the student health maintenance program.

Faculty Members and Staff of the Medical Center.
Credit: 0 (15 hours class, approximately).

151–152–153. (I–II–III) FUNDAMENTALS OF NURSING

Extending throughout the first year, the course provides a foundation for all clinical nursing courses. In the first semester the student considers the basic needs of people in health and learns how these needs are met during illness. She gains a beginning understanding of the principles underlying diagnostic and therapeutic measures and develops beginning skill in basic nursing activities. In the second semester, opportunity is provided for developing deeper understanding and skill in the components of professional nursing; included is study of the community structure as it pertains to health and the relationship of this structure to nursing care. Throughout the first two terms there are increasing periods of laboratory experience on the patient units. During the four-week Intersession in June, a concentrated laboratory experience is offered under faculty guidance on selected patient units in The New York Hospital.

Miss Berg and the Faculty of Fundamentals of Nursing.

Credit: 151. (1st semester) 7.0 hours (75 hours class; 60 hours laboratory).
152. (2nd semester) 6.0 hours (60 hours class; 150 hours laboratory).
153. (Intersession) 3.0 hours (12 hours conference; 124 hours laboratory).

MATERNAL-CHILD NURSING

During one semester the student focuses her attention on the family unit and considers the impact brought about by pregnancy or the illness of a child.

251. MATERNITY NURSING

Consideration of the reproductive process as it affects personal and family life, and the characteristics of the newborn infant. The biologic and social sciences are drawn upon in developing principles basic to nursing care of mother and infant and to understanding the emotional aspects of the whole maternity cycle. Comprehensive care of mothers and infants with related experiences in the out-patient clinic, labor and delivery unit, the postpartal unit including rooming-in and the nursery.

Nursing and Medical Faculties of the Department of Obstetrics-Gynecology and Nutrition Faculty.

Credit: 7.0 hours (67 hours class; 180 hours clinical laboratory).

252. PEDIATRIC NURSING

Presentation of the principles and practice of nursing care of children, based on developmental patterns from birth through adolescence; biological, psychological, and cultural factors are considered as they influence child-parent-nurse relationships in nursing care and in treatment. Guided experiences in nursery school and on in-patient and out-patient units.

Nursing and Medical Faculties of the Pediatric Department and Nutrition Faculty.

Credit: 8.0 hours (72 hours of class; 180 hours clinical laboratory).

253. MEDICAL-SURGICAL NURSING

The student is guided in relating knowledge of disease processes to the mode of therapy and in developing ability to provide care in terms of individual needs. The various dimensions of the nursing role in the recognition, preven-

tion, and treatment of disease, health teaching, supportive care, and preparation for rehabilitation are considered. The student gains experience in the nursing care of patients with common medical and surgical diseases.

Nursing Faculties of the Departments of Medicine and Surgery and Nutrition Faculty.

Credit: 15.0 hours (144 hours class; 360 hours clinical laboratory).

351. NURSING CARE OF THE OUT-PATIENT

Focus is upon the comprehensive care and supervision of the outpatient in a hospital setting. Emphasis is placed on the responsibility of the nurse, as a member of the health team, for helping the patient and family to adjust to problems of illness and health maintenance through direct care, teaching, counseling, and the effective use of hospital and community resources.

Nursing Faculty in the Out-patient Department.

Credit: 3.0 hours (25 hours class; 80 hours clinical laboratory).

352. CHRONIC DISEASE AND REHABILITATION NURSING

Emphasis is on prevention, care, and rehabilitation in chronic illness; assessment of abilities and disabilities as they influence the definition of realistic goals for each patient. Consideration is given to the total effort of the rehabilitation team highlighting the contribution that nurses can make. Experience and observations in agencies and institutions offering services to the chronically ill and aged.

Mrs. Helfferich.

Credit: 3.0 hours (25 hours class and 80 hours clinical laboratory and observations).

353. PUBLIC HEALTH NURSING

The study of the basic principles which underlie public health activities and their application to public health nursing. Included in the lectures are principles of public health organization and administration, health education, environmental health, and statistics. Guidance throughout the eight-week experience is provided by faculty who function in the clinical setting. Seminar discussions center on the student's experiences during each week, on current public health problems, and on programs and practices as they relate to the role of the public health nurse.

Faculty of the Department of Public Health Nursing, Guest Lecturers, Staff Members of the Public Health Agencies.

Credit: 6.0 hours (46 hours class; 180 hours clinical laboratory).

360. PSYCHIATRIC NURSING

Study of behavior, emotional disorders and the psychotherapeutic role of the nurse. Designed to help the student develop an objective attitude toward psychiatric illness and an appreciation of its incidence in the community. The student participates in the care and treatment of individuals and groups of patients.

Nursing Faculty of the Payne Whitney Psychiatric Clinic.

Credit: 7.0 hours (60 hours class; 160 hours clinical laboratory).

365. PROFESSIONAL LEADERSHIP IN NURSING CARE

The senior student considers responsibilities of the professional nurse in various types of practice. She is guided in considering the improvement of

The professional nursing student is prepared to care for and teach patients in the community as well as in the hospital.

patient care through the application of administrative and supervisory techniques; she analyses potential changes in her role and function in disaster situations. Opportunity is provided for utilizing selected principles in working with professional and auxiliary personnel.

Miss Tritt and Faculty from Clinical Departments.

Credit: 6.0 hours (30 hours class; 256 hours clinical laboratory and related seminars).

FACILITIES FOR INSTRUCTION

The New York Hospital–Cornell Medical Center provides a setting in which there are opportunities of great value to students in the health fields. It includes laboratories and libraries with extensive holdings and offers an environment which promotes a spirit of inquiry. It encompasses services to patients reflecting modern concepts of care and newer knowledge of health and disease. Learning experiences in the Center are augmented by observations and practice in other community agencies.

LIBRARIES

In a newly completed building the Library of the School of Nursing shares facilities with the Medical College Library and provides resources for students and faculty of both schools and for the staff of The New York Hospital. The Library contains a wide selection of literature pertinent to all health fields and includes important nursing periodicals, both in current issues and in reference sets of bound volumes. There are additional small collections in each department near the nursing conference rooms on the Hospital floors. The Library is under the direction of a committee of the faculty and in the charge of professional librarians. In addition, the broad resources of the New York Public Library, the National Health Library, and many other special libraries in the city may be called upon whenever needed.

CLINICAL SERVICES

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital is comprised of five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both in-patients and out-patients, but also with facilities for teaching and for the conduct of research. Many specialized clinical services are therefore available which are seldom found within a single organization. The Hospital has 1,119 beds and 90 clinics. Annually approximately 33,000 patients are hospitalized and 58,000 treated as out-patients. The conduct of research in all clinical departments gives the student an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in many studies depends to no small degree on the accuracy with which the nurse carries out tests and procedures, observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of neurology and metabolism, urology, ear, nose, and throat disorders, plastic and neurosurgery, ophthalmology, and a fracture service. The Lying-In Hospital has a capacity of 199 adults and 113 newborns and provides for obstetric and gynecologic patients. Each year nearly 5,000 babies are born in this Hospital. Since this Center was founded in 1932 over 100,000 babies have been born here.

The Department of Pediatrics includes 120 beds, with five floors for the care of infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offer opportunities for the nursing student to study the development and guidance of convalescent as well as sick children. All students have Nursery School experience. Here the student works with and observes the development of the well child and is thus better able to evaluate deviations in behavior which may accompany illness.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 109 patients, admitted from all socio-economic groups and from all over the world. It is an intensive treatment center for psychotherapy, and its staff and resources are unusual. The student, therefore, has an opportunity to participate in the care of a variety of psychiatric illnesses of all degrees.

The Out-patient Department with its 90 clinics provides opportunity for the study of a large number of patients who come for general health supervision, for diagnosis of disease, and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 220,000 patient visits are made to this Department. Students assist in diagnostic tests, in treatments, and in teaching patients self-care. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of all experiences. Opportunity is provided for participation in the teaching of expectant parents through special classes and individual conferences and for study of the family approach to health maintenance and care of children.

The clinical experience in Chronic Disease and Rehabilitation Nursing is offered at Goldwater Memorial Hospital, Department of Hospitals, City of New York. Public Health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, the Westchester County Department of Health through the New York State Department of Health, and the Bureau of Public Health Nursing, New York City Health Department. These agencies provide opportunity for the student to learn the application of public health principles in both voluntary and official agencies.

Representatives of various governmental, voluntary, and coordinating agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and of community organization for human services.

GENERAL INFORMATION

RESIDENCE

Cornell University–New York Hospital is considered a resident school and unless otherwise arranged with the School, all students are expected to live in the Student Residence. Students who wish to live elsewhere should proceed as follows whether before or after admission:

1. In the case of marriage, no permission is necessary for living outside the Residence as there are no facilities for married couples to live in the Residence. However, before admission, the student is to submit the name of her husband, her anticipated address and telephone number, as part of the application procedure. This same information should be submitted to the Registrar if marriage takes place after admission.

2. If a student wishes to live with her family within the New York City community, she should make this request as part of her admission procedure *or* submit written request at any time after admission.

3. If a student wishes to live outside of the Residence under circumstances other than the above either at the time of admission or after admission, she must make this request in writing. Her request must be accompanied by a letter from a parent or guardian indicating: (a) knowledge and approval of the plan to live outside, (b) approval of the apartment or room to be occupied, and (c) approval of the living companion (if any).

4. All students who live out are responsible for keeping the Registrar informed of their current address and telephone number. (It is required that they make provision to be reached by phone readily.)

5. A postoffice box is assigned to students who live out and they are responsible for checking this at least once daily as this will be used by the school as a means of communication.

6. If there are rooms available in the Residence, a student living outside may also retain a room by paying the full room fee for one term at a time.

RECREATIONAL FACILITIES

Believing that the education of young women today must include healthful social relationships, provisions have been made for this development in the life of the student.

The Social Committee of Student Organization is responsible for a full and varied social calendar, which includes such activities as dances, skating parties, coffee hours, and suppers. Through the Student Athletic Association, plans are made for joining other schools of nursing in special sports events. Other activities in which students may participate are the school paper, the yearbook, and a singing group known as the "Trebles."

There are two religious clubs with voluntary memberships for both medical and nursing students. They are the Nurses' Christian Fellowship and the Newman Club. Guest speakers and planned forums provide an opportunity for exchange of thought on many subjects.

To ensure the full benefit and proper use of the Nurses' Residence facilities, a Director is in charge. Guest rooms are often available for friends and relatives at a reasonable charge.

A large auditorium is located on the first floor of the Residence. Sun roofs, beach equipment, pianos, television sets, and record players are available for the use of the students.

Each student is responsible for checking her mailbox at least once each day.

The cultural opportunities of New York City are almost limitless in music, art, ballet, theatre, and museums. Students enjoy the benefits of such opportunities as membership in the Metropolitan Opera Guild. Theatre tickets are often available through the Residence facilities.

HEALTH SERVICES

Good health is of the utmost importance, and students have readily available a well-organized health service maintained in cooperation with the health service of the Center. Provision is also made for room care and for hospitalization.

Upon admission a physical examination by the School physician, a tuberculin test, and a chest X-ray are required. Subsequently, the student has either a chest X-ray or tuberculin test every six months, and a physical examination annually. Students receive dental health service consisting of a series of full-mouth X-rays, examination by a dentist, a written diagnosis with suggestions for treatment, and follow-up supervision. For dental repair, students are referred to their own dentists.

In the event of short-term, minor illnesses, students who are ambulatory may receive meals in their rooms in the Student Residence. Medical supervision is provided through the health service. If more seriously ill, students are cared for on the floors of The New York Hospital within the limits of the Hospital's policy on admissions and bed usage, and hospitalization up to the amount of eight weeks for any one admission is provided. Elective surgery and dental work are not included and, if not taken care of before admission to the School, must be arranged during vacations. Expenses for private nurses, transfusions, and personal items are borne by the student. The School reserves the right to collect all benefits from hospitalization insurance carried by the student as partial payment for care.

If, in the opinion of the School authorities, the condition of a student's physical or emotional health makes it unwise for her to remain in the School, she may be required to withdraw, either temporarily or permanently, at any time.

COUNSELING SERVICES

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in her work in the School or in connection with special personal problems.

The Counselor of Students assists students in every way possible in their educational, personal, and social adjustment. She also cooperates with the faculty in helping the students in these areas and directs the students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

The objective of the counseling program is to make it possible for any student to obtain such guidance as she may require in any phase of her life while in the School of Nursing.

SCHOOL GOVERNMENT

One rule governs the conduct of students in the School of Nursing: "A student is expected to show both within and without the School, unfailing respect for order, morality, personal honor, and the rights of others." Through the Student Organization, students take responsibility for living according to this rule, which is construed as applicable at all times, in all places, to all students. The Student Organization sets up its own Executive Council, Judicial Council, and standing committees. A Faculty Committee on Student Affairs acts in an advisory capacity to the Student Organization, sponsors student-faculty meetings which provide for informal discussions of school activities and problems.

UNIFORMS

The blue plaid chambray uniform of the School is worn by the student for all clinical assignments related to the educational program. A laboratory coat is worn over street clothes if the student returns to any floor of the Hospital for study outside her regular practice assignment. For the public health nursing assignment, each student is required to rent the complete uniform worn for this experience and provides herself with black or navy low-heel walking shoes, preferably oxfords. The rental fees for the public health uniform as well as the cost of uniforms for the hospital experiences are included in the statement on "Tuition, Fees, and Expenses." If employed in the Department of Nursing Service the student wears a white uniform designed especially for that activity.

DRIVER'S LICENSE

The student may be required to drive a car and to possess a driver's license by the time she reaches the period of public health field experience. It is suggested that this requirement be met before admission or no later than the vacation period of the first year in the program.

MARRIAGE

It is important that students planning marriage read and understand fully the section on absences, page 15 and residence, pages 25–26.

TUITION, FEES, AND EXPENSES

The table on the facing page shows a general outline of the cost of the educational program of the School of Nursing.

LIVING EXPENSES

Students are responsible for meeting the cost of board and room throughout the program. Laundering of uniforms is available without charge, and automatic washers are provided for personal laundry. Billing for rooms is on a term basis. It is estimated that the weekly cost of meals is $20 if purchased in one of the cafeterias of the Center and these are paid for as purchased. There are small kitchenettes on each floor of the Residence where breakfasts and light lunches may be prepared. Possessions must be removed during the summer vacation unless the student is working in the Center for at least a four-week period. In the latter instance there is a charge of $10 per week while the room is in use. (Limited storage space is available for personal possessions for those not working in the Center.)

OPPORTUNITIES FOR EMPLOYMENT

Students should be prepared to meet all expenses for the first term of the first year as the opportunities and the time for earning are limited. However, after the first term there are a number of work opportunities open to students who may wish to earn a portion of their expenses. Several types of jobs are available, but most are as assistants in the Department of Nursing Service. Applications for that type of employment should be submitted four weeks before the beginning of each term and four weeks before each vacation period if employment during vacation is desired.

It is estimated that approximately half of the cost of room and board can be met after the first term through such employment for approximately eight hours per week.

Summer employment in the Center provides an opportunity to earn toward meeting the expenses of the program and also offers certain valuable work experience. A student who chooses to work full time for eight weeks can earn a gross income of $500–$600 exclusive of living expenses, each summer. In all instances the health and academic standing of the student are considered when assisting her to plan her earning activities.

FINANCIAL ASSISTANCE ADMINISTERED BY THE SCHOOL

Scholarships, grants, and loans administered by the School are available to students in need of financial assistance and are open both to students entering the School of Nursing and those already in the School. Factors taken into consideration, in addition to financial need, are the student's

TUITION, FEES, AND EXPENSES

(Subject to change. Dates of billing are approximate.)

Application Fee, $10 Acceptance and Graduation Fee, $25 *	First Year			Second Year		Third Year		Grand Total
	Registration Day September	Feb. 1	June 1	Registration Day September	Feb. 1	Registration Day September	Feb. 1	
Tuition and Educational Fees	$191.00	$176.00	$30.00	$167.00	$162.00	$162.00	$162.00	$1050.00
Dental, Health, and Blue Cross Fees	37.05	37.05	0	37.05	37.05	37.05	37.05	222.30
Room Fee †	200.00	200.00	40.00	200.00	200.00	200.00	200.00	1240.00
Expenses (incl. School Uniform) ‡	164.25	61.00	40.00	30.00	25.00	54.00	51.30	425.55
TOTAL	$592.30	$474.05	$110.00	$434.05	$424.05	$453.05	$450.35	$2937.85

* The deposit of $25.00 made at the time the student accepts an appointment to the in-coming class is credited as the Graduation Fee, applicable in the last term of the program. This fee is not refundable if the student withdraws before admission or does not complete the program.

Refunds: In the case of withdrawal, refund will be based on a deduction of 10% per week on all charges, as of the first day of each term. No refund will be made after the mid-point of each term.

† Effective in the fall of 1966.

‡ Those students who wish to be employed in the Center in an auxiliary capacity will be required to buy several uniforms for that purpose. These are suitable for wear after graduation.

Special Fees: For late registration or late payment of fees, each $5.00; for change of schedule due to re-admission or reinstatement, $10.00; special or repeated examination, $2.00; specially scheduled class or tutoring by a faculty member, $4.00 per hour. In exceptional circumstances a special fee may be waived by the Dean.

(See the sections "Living Expenses" and "Opportunities for Employment.")

all-around record as indicated by academic work, participation in school and community activities, and qualities indicating promise of growth and potential contribution to nursing.

Students taking their first two years of academic work at Cornell in Ithaca may obtain additional information on scholarships by writing to Office of Scholarships and Financial Aid, Cornell University, Ithaca, New York.

Applications for financial assistance through the School of Nursing are made at the time of application for admission to the School, and awards are made known in April before admission. For students already in School, application is made at least six weeks before the beginning of each term.

FUND OF THE COMMITTEE FOR SCHOLARSHIPS. Established and maintained by a committee of women interested in the School of Nursing, to assist girls who otherwise would not be able to prepare for nursing. The greatest number of awards are made possible by this Fund.

JULIETTE E. BLOHME SCHOLARSHIP FUND. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the Class of 1922 through a gift of $6,000, the interest on which may be used in whole or in part each year.

VIVIAN B. ALLEN SCHOLARSHIP FUND. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc., income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

NORTH COUNTRY COMMUNITY ASSOCIATION SCHOLARSHIP. Given by the North Country Community Association, Glen Head, New York, for an entering student residing in Nassau, Suffolk, or Queens County, New York. Amount, $600.

CHARLES PUKLY SCHOLARSHIP. An initial gift was made to the School in the Spring of 1965 to be used toward maintaining a scholarship.

EMMAJEAN STEEL FULLER FUND. This Fund, begun by the Class of 1952 in memory of Emmajean Steel Fuller, a former member of the Class, is available for an occasional scholarship.

SAMUEL J. MORITZ SCHOLARSHIP FUND. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

THE CHRISTIAN C. YEGEN SCHOLARSHIP FUND. Established in the Spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University–New York Hospital School of Nursing.

CORNELL WOMEN'S CLUB OF NEW YORK. Effective for the fall of 1965, a scholarship amounting to $300 will be made available to the School for the ensuing year.

THE SWITZER FOUNDATION. Effective in the fall of 1962, the amount of $1,000 was made available to the School annually. This gift is intended to assist any student who is an American citizen living within 50 miles of New York City and who has financial need.

ALLSTATE FOUNDATION GRANT. Beginning in the fall of 1962 a grant totaling $750 per year was made to the School of Nursing to assist a student throughout the program.

DAVISON/FOREMAN FOUNDATION GRANT. Effective in the Spring term of 1965 an initial grant of $4,000 was made to the School to be used in assisting women students.

LOANS. Loans are available from a fund established jointly by the School and the Federal Government under the terms of Part B of Public Law 88–581, Nurse Training Act of 1964. This is the only Loan Fund administered by the School. Information will be sent upon request.

FINANCIAL ASSISTANCE ADMINISTERED BY OUTSIDE SOURCES

New York State Regents Scholarships, Grants, and Loans

The following scholarships are available for residents of New York State. The applicant should apply through her high school principal while she is still a student in high school.

For more information on any of these, write to the State Education Department, University of the State of New York, Albany, New York, requesting the leaflet "Opening the Door to College Study through the New York State Regents Scholarship Examination."

REGENTS SCHOLARSHIPS FOR BASIC PROFESSIONAL EDUCATION IN NURSING. Amount, $200–$500 a year depending upon financial need, for a maximum of three years. Applicable only to period in the School of Nursing.

REGENTS COLLEGE SCHOLARSHIPS. Amount, $250–$700 a year depending upon financial need for a maximum of four years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS IN CORNELL. A tuition-reducing scholarship ranging in amount from $100 to $1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS. Amount, $450 a year for four years. Applicable to first two years of college and to period in the School of Nursing.

NEW YORK HIGHER EDUCATION ASSISTANCE CORPORATION sponsors a program through which students may obtain loans from local savings banks.

SCHOLAR INCENTIVE PROGRAM. Grants of $100–$300 yearly, depending on need and tuition paid, with minimum yearly grant of $100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and those who are presently in college and maintain satisfactory academic performance.

Armed Services

ARMY AND NAVY NURSE CORPS STUDENT PROGRAMS. Students in the Basic Nursing Program may apply for appointments in the Army Student Nurse Program at the beginning of the junior year, or the Navy Nurse Corps Candidate Program at the beginning of the senior year. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for 24 months. If two years of support has been given, the student serves 36 months.

PUBLIC HEALTH NURSING, NEW YORK STATE DEPARTMENT OF HEALTH SCHOLARSHIP PROGRAM FOR SENIOR STUDENTS IN BACCALAUREATE BASIC PROGRAMS OF NURSING. The scholarship will be in the form of a tax-free stipend paid directly to the student bi-weekly during full-time study in the senior year of the program in nursing. The candidate, if approved, must sign an agreement to work full-time in an upstate New York (exclusive of New York City) official public health unit for at least one year, beginning within one month following graduation. Applications are available at the School of Nursing.

ADMINISTRATION

THE NEW YORK HOSPITAL–CORNELL MEDICAL CENTER

Director

Joseph C. Hinsey

Joint Administrative Board

Arthur H. Dean
Stanton Griffis
James A. Perkins
} Board of Trustees of Cornell University

Frederick K. Trask, Jr., Chairman
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Francis Kernan
} Board of Governors of The Society of The New York Hospital

Walter B. Wriston

FACULTY AND STAFF

CORNELL UNIVERSITY–NEW YORK HOSPITAL SCHOOL OF NURSING

Officers of Administration

James A. Perkins, A.B., Ph.D., President of the University
Muriel R. Carbery, M.S., R.N., Dean
Mrs. Veronica Lyons Roehner, M.A., R.N., Associate Dean
Louise S. Hazeltine, M.A., R.N., Assistant to the Dean
Florence Tritt, M.A., R.N., Assistant to the Dean
Kathleen F. Dwyer, M.A., R.N., Director of Admissions Relations
Carolyn Diehl, M.D., School Physician
Mrs. Ena Stevens-Fisher, R.N., Supervisor, Nurses Health Service
Tracy Dwyer, Registrar
Mrs. Mary Elizabeth Riddick, Registrar for Admissions
Meimi Joki, Executive Secretary for the School

Professors

Muriel R. Carbery, M.S., R.N., Professor of Nursing; Dean, School of Nursing; Director, Nursing Service. (A.B., Hunter College, 1933; Diploma in Nursing, New York Hospital School of Nursing, 1937; M.S., Catholic University of America, 1951.)

Frances C. Macgregor, M.A., Professor of Social Science. (A.B., University of California, 1927; M.A., University of Missouri, 1947.)

Veronica Lyons Roehner, M.A., R.N., Professor of Nursing; Associate Dean, School of Nursing. (Diploma in Nursing, the Johns Hopkins Hospital School of Nursing, 1927; B.S., Columbia University, 1937; M.A., 1947.)

Associate Professors

Trude R. Aufhauser, M.P.H., R.N., Associate Professor of Pediatric Nursing; Department Head, Pediatric Nursing Service. (Diploma in Nursing, the Johns Hopkins Hospital School of Nursing, 1945; B.S., Columbia University, 1947; M.P.H., Yale University, 1951.)

Helen M. Berg, M.A., R.N., Associate Professor of Nursing. (B.S., Bucknell University, 1948; B.S. in Nursing, Cornell University–New York Hospital School of Nursing, 1951; M.A., Columbia University, 1958.)

Elizabeth G. Brooks, M.A., R.N., Associate Professor of Medical Nursing; Department Head, Medical Nursing Service. (Diploma in Nursing, Washington University School of Nursing, 1939; B.S., Washington University, 1946; M.A., Columbia University, 1949.)

Dorothy Ellison, M.A., R.N., Associate Professor of Surgical Nursing; Department Head, Operating Room Nursing Service. (Diploma in Nursing, Colorado Training School for Nurses, 1946; B.A., University of Toronto, 1948; M.A., Columbia University, 1957.)

Marjorie A. Miller, M.S., R.N., Associate Professor of Science. (Diploma in Nursing, Lutheran Hospital School of Nursing, 1948; B.S., Bryan College, 1949; M.S., Columbia University, 1954.)

Doris Schwartz, M.A., R.N., Associate Professor of Public Health Nursing. (Diploma in Nursing, Methodist Hospital School of Nursing, 1942; B.S., New York University, 1953; M.A., 1958.)

Laura L. Simms, Ed.D., R.N., Associate Professor of Surgical Nursing; Department Head, Surgical Nursing Service. (A.B., Texas Women's University, 1940; Diploma in Nursing, Parkland Hospital School of Nursing, 1945; M.Ed., Southern Methodist University, 1950; Ed.D., Columbia University, 1963.)

Margie Warren, M.A., R.N., Associate Professor of Out-Patient Nursing; Department Head, Out-Patient Nursing Service. (Diploma in Nursing, Protestant Deaconess Hospital School of Nursing, 1942; B.S., Indiana University, 1950; M.A., Columbia University, 1957.)

Lucille Wright, M.S., R.N., Associate Professor of Science. (Diploma in Nursing, the Johns Hopkins Hospital School of Nursing, 1945; A.B., University of Colorado, 1950; M.S., Cornell University Graduate School of Medical Sciences, 1955; N.S.F. Science Faculty Fellow, Yale University, 1960.)

Assistant Professors

Florence S. Anderson, M.A., R.N., Assistant Professor of Pediatric Nursing. (Diploma in Nursing, St. Luke's Hospital School of Nursing, 1941; B.S., Columbia University, 1945; M.A., 1948.)

Mary T. Bielski, M.A., R.N., Assistant Professor of Medical Nursing. (B.S. in Nursing, Cornell University–New York Hospital School of Nursing, 1949; M.A., Columbia University, 1958.)

I. Darlene Erlander, M.A., Assistant Professor of Nutrition. (A.B., St. Olaf College, 1952; A.D.A., 1953; M.A., Columbia University, 1962.)

Helma Fedder, M.N., R.N., Assistant Professor of Surgical Nursing; Supervisor, Surgical Nursing Service. (Diploma in Nursing, Washington University School of Nursing, 1933; B.S., University of Chicago, 1942; M.N., University of Washington, 1954.)

Eleanor Frany, M.A., R.N., Assistant Professor of Nursing (Mental Health). (Diploma in Nursing, Hackensack Hospital School of Nursing, 1939; B.S., Columbia University, 1948; M.A., 1951.)

Carol C. Fripp, M.A., R.N., Assistant Professor of Pediatric Nursing; Supervisor, Pediatric Nursing Service. (A.B., Bennett College, 1944; Diploma in Nursing, Meharry Medical College School of Nursing, 1948; M.A., New York University, 1959.)

Marilyn T. Hansen, M.S., R.N., Assistant Professor of Public Health Nursing. (B.S.N., College of St. Rose, 1952; M.S. in Education, Siena College, 1960.)

Ruth Ernest Helfferich, M.A., R.N., Assistant Professor of Nursing (Long Term Illness and Rehabilitation). (B.S. in Nursing, Cornell University–New York Hospital School of Nursing, 1951; M.A., Columbia University, 1957.)

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Instructors

Nina T. Argondizzo, M.A., R.N., Instructor in Medical Nursing. (Diploma in Nursing, St. Elizabeth Hospital School of Nursing, 1944; B.S.N., St. John's University, 1954; M.A., Columbia University, 1958.)

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Laura J. Boe, M.S., R.N., Instructor in Surgical Nursing; Supervisor, Surgical Nursing Service. (Diploma in Nursing, Mt. Sinai Hospital School of Nursing, 1950; B.S., Columbia University, 1955; M.S., Hunter College, 1960.)

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Julia M. Dennehy, M.A., R.N., Instructor in Nursing; Department Head, Obstetric and Gynecologic Nursing Service. (Diploma in Nursing, Cochran School of Nursing, St. John's Riverside Hospital, 1943; B.S., Columbia University, 1951; M.A., 1956.)

Constance Derrell, M.A., R.N., C.N.M., Instructor in Obstetric Nursing; Supervisor, Obstetric Nursing Service. (Diploma in Nursing, Lincoln Hospital, 1938; B.S., New York University, 1945; C.N.M., Tuskegee Institute, 1946; M.A., Columbia University, 1948.)

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Marion R. Peters, M.P.H., R.N., Instructor in Public Health Nursing. (Diploma in Nursing, Lincoln School for Nurses, 1947; B.S., St. John's University, 1962; M.P.H., School of Hygiene and Public Health, Johns Hopkins University, 1963.)

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Administrative Faculty

Kathleen F. Dwyer, M.A., R.N., Director of Admissions Relations. (Diploma in Nursing, Rhode Island Hospital School of Nursing, 1948; B.S.N., University of Rhode Island, 1954; M.A., Columbia University, 1958.)

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* Leave of Absence, 1965–1966.

Louise S. Hazeltine, M.A., R.N., Assistant to the Dean, School of Nursing. (A.B., Bucknell University, 1946; B.S. in Nursing, Cornell University–New York Hospital School of Nursing, 1949; M.A., New York University, 1959.)

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Emeritus Professors

Virginia M. Dunbar, M.A., R.N., Professor Emeritus of Nursing and Dean Emeritus

Verda F. Hickox, M.A., R.N., Professor Emeritus of Obstetrics and Gynecologic Nursing

Mary Klein, M.A., R.N., Professor Emeritus of Surgical Nursing

Margery T. Overholser, M.A., R.N., Professor Emeritus of Public Health Nursing

Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing

Henderika J. Rynbergen, M.S., Professor Emeritus of Science

Agnes Schubert, M.S., R.N., Professor Emeritus of Pediatric Nursing

ASSOCIATED WITH THE FACULTY

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From the Faculty of Cornell Medical College

John E. Deitrick, M.D., Dean
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Fritz Fuchs, M.D., Professor of Obstetrics and Gynecology
Frank Glenn, M.D., Professor of Surgery
John G. Kidd, M.D., Professor of Pathology
William T. Lhamon, M.D., Professor of Psychiatry
E. Hugh Luckey, M.D., Professor of Medicine
Wallace W. McCrory, M.D., Professor of Pediatrics
Walsh McDermott, M.D., Professor of Public Health and Preventive Medicine
Robert F. Pitts, M.D., Professor of Physiology
Walter F. Riker, M.D., Professor of Pharmacology
William F. Scherer, M.D., Professor of Bacteriology and Immunology
Roy C. Swan, M.C., Professor of Anatomy

Lecturers

Faculty of All Clinical Departments: Clinical Lecturers, Cornell University Medical College

STAFF OF THE NEW YORK HOSPITAL

Henry N. Pratt, M.D., Director

ADMINISTRATIVE AND SUPERVISORY PERSONNEL (NURSING)

Edna E. Tuffley, M.A., R.N., Associate Director, Nursing Service
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Elizabeth Simmons, M.A., R.N., Night Administrative Assistant

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Marjorie Evans, B.S., R.N., Assistant in Staff Education
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Katherine Blizzard, R.N., Evening Supervisor, Medical Nursing Service
M. Lucille Murphy, M.A., R.N., Evening Supervisor, Medical Nursing Service
Ruth M. Brockman, R.N., Night Supervisor, Medical Nursing Service
Susan Myerson, M.A., R.N., Night Supervisor, Medical Nursing Service
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Marion Carrier, R.N., Supervisor, Obstetric and Gynecologic Nursing Service
Eleanor M. Mayberry, B.S., R.N., Night Supervisor, Obstetric and Gynecologic Nursing Service
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Jessie Weaver, R.N., Supervisor, Psychiatric Nursing
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Carrie Davis, R.N., Evening Supervisor, Psychiatric Nursing
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Frank Sheedy, B.S., R.N., Assistant Instructor of Auxiliary Staff
Phyllis Truscott, R.N., Assistant Instructor of Auxiliary Staff

ADMINISTRATIVE AND SUPERVISORY STAFF (PATIENT SERVICES)

Nursery School

Eleanor Blumgart, M.A., Director, Pediatric Recreation Department

Nutrition Department

Louise Stephenson, M.S., Director
Esther Mackereth, B.S., Assistant Director, Pavilion Patient Service

Occupational and Recreational Therapy

Catherine Bingaman, O.T.R., Director, Occupational Therapy, Main Hospital
Margaret Steward, O.T.R., Director, Occupational Therapy, Psychiatry
Grace Newberg, B.A., Director, Recreational Therapy, Psychiatry

Social Service Departments

Marjorie A. Jonas, M.S., Director, Main Hospital
Helen A. Siegrist, B.A., Payne Whitney Clinic

ADMINISTRATIVE PERSONNEL OF AFFILIATING AGENCIES

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Grace M. McFadden (and staff), Director, Bureau of Public Health Nursing, New York City Health Department

GOLDWATER MEMORIAL HOSPITAL, DEPARTMENT OF HOSPITALS, CITY OF NEW YORK

Dolly M. Craven, R.N. (and staff), Director of Nursing

COOPERATING GROUPS

Advisory Committee on Pre-Nursing Students on the Ithaca Campus

THE PLACEMENT SERVICE

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COLLEGE OF HOME ECONOMICS

Jean Failing, Professor of Home Economics, Chairman of Counseling Service

COLLEGE OF ARTS AND SCIENCES

John M. Anderson, Professor of Zoology
F. Dana Payne, Associate Dean, College of Arts and Sciences

COLLEGE OF AGRICULTURE

Howard S. Tyler, Professor in Personnel Administration (Vocational Guidance and Placement)

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Committee for Scholarships

Mrs. Nathan Andrews, President

STUDENTS IN THE SCHOOL

CLASS OF 1966

Name	*Address*	*Transferred from:*
Andorn, Bonnie Ellen	Delmar, N.Y.	Denison University
Backenstose, Mary Elizabeth	Hummelstown, Penn.	Hershey Junior College
Barrus, Laura Ann	Lithia, Mass.	American International College
Bender, Anne Warfel	Chambersburg, Penn.	Cornell University
Berguson, Lynne Marcella	Elmira, N.Y.	Keuka College
Blain, Linda Ann	Manasquan, N.J.	Drew University
Brairton, Sandra Katherine	Rochester, N.Y.	Syracuse University
Burley, Christine Lynn	Ardmore, Penn.	Chatham College
Cairns, Sandra Jean	Towson, Md.	Eastern Baptist College
Caplan, Janice Joyce	Murrysville, Penn.	Cornell University
Cheek, Emily Lowndes	Cincinnati, Ohio	Ohio Wesleyan University
Cladel, Nancy Louise	Ithaca, N.Y.	Cornell University
Conly, Carolyn Elizabeth	Wilmington, Del.	Lebanon Valley College
Creamer, Joyce Ida	Baltimore, Md.	Western Maryland College
Cutbirth, Sandra Jeanne	Dover, N.H.	University of New Hampshire
Daze, Patricia Ann	Norwalk, Conn.	American International College
De Cesare, Barbara Louise	Fairfield, Conn.	Albertus Magnus College
Delling, Judith Marie	Jordan, N.Y.	Cornell University
De Ritter, Alice Jean	Glen Rock, N.J.	Ohio Wesleyan University
De Weese, Mary Andrea	Rockville Centre, N.Y.	Molloy Catholic College
Duda, Joanne Frances	Lawrence, Mass.	Carnegie Institute of Technology
Dunst, Carol Ann	Huntington Station, N.Y.	University of Buffalo
Easterbrooks, Frances Ellen	Pelham Manor, N.Y.	Grove City College
Eilers, Martha Shiere	Westwood, Mass.	Albion College
Fallon, Janet Louise Anne	Clifton, N.J.	College of New Rochelle
Fisher, Nancy Daryl	Towson, Md.	University of Maryland
Gates, Lynn Alice	Lake Jackson, Texas	Western State College
Giannettino, Mary Louise	Plainville, Conn.	College of New Rochelle
Gibbons, Mary Catherine	Hazelton, Penn.	Marywood College
Glick, Doris Marion	New York, N.Y.	Hunter College
Gustafson, Nancy Carol	Wethersfield, Conn.	North Park College
Hadden, Sarah Frances	Jericho, N.Y.	Bradford Junior College
Haines, Pamela Jean	North Attelboro, Mass.	Butler University
Heil, Susanne Theresa	Dunmore, Penn.	Marywood College

Name	*Address*	*Transferred from:*
Heinen, Jane Frances	Oak Lawn, Ill.	Knox College
Heiser, Carolyn Flora	Hillsdale, N.Y.	University of Vermont
Herbert, Gail Isabel	Livingston, N.J.	Drew University
Hunter, Judith Anne	Westwood, Mass.	University of Maine
Hunter, Nancy Kathleen	Manhasset, N.Y.	American University
Iqbal, Patricia Burns	Mt. Clemens, Mich.	Stephens College
Johnson, Dale Sigrid	Norwood, Mass.	Upsala College
Kelley, Grace Helen	East Kingston, N.H.	University of New Hampshire
Kiszkiel, Carol Ann	South Ozone Park, N.Y.	St. John's University
Klein, Mary-Ann Claudia	Wayne, N.J.	Green Mountain Junior College
Lappin, Deane Zbar	Jersey City, N.J.	New York University
Lawrence, Mary Collins	Flushing, N.Y.	Molloy Catholic College
Leventhal, Ellen Marcia	New York, N.Y.	Cornell University
Levy, Susan Ruth	Bayside, N.Y.	Queens College
Marchese, Margo Marie	Fairfield, Conn.	College of New Rochelle
Markoski, Patricia Louise	Stockholm, N.J.	Western Maryland College
McCabe, Kathleen Anne	Harrison, N.Y.	Elmira College
McCracken, Leslie Sanford	Calgary, Alberta, Can.	Western Reserve University
McLean, Mary Margaret	Pelham Manor, N.Y.	Green Mountain Junior College
McLeod, Wanda Cail	Fair Lawn, N.J.	Woman's College, University of North Carolina
Mullings, Leith Patricia	Flushing, N.Y.	Queens College
Nickens, Carolyn Annette	Washington, D.C.	Mather College, Western Reserve University
Nivison, Nancy Jo	Nashau, N.H.	Cornell University
Nolan, Patricia Helen	Weehawken, N.J.	Marywood College
Patterson, Patricia Kay	Zillah, Wash.	Whitman College
Rambo, Kathleen Hope	Bellmore, N.Y.	Juniata College
Revukas, Alda Ona	Cranford, N.J.	College of St. Elizabeth
Robey, Roberta Gay	Washington, D.C.	West Virginia Wesleyan College
Sagona, Jayne Maria	Brooklyn, N.Y.	S. Joseph's College for Women
Scalingi, Elvira Antoinette	Green Brook, N.J.	Douglass College
Sharon, Patricia Lynn	Williamsport, Penn.	Penn State University
Sheetz, Anne Harris	Millersburg, Penn.	Muhlenberg College
Smith, Kathy Frances	Dundee, N.Y.	Gettysburg College
Spies, Patricia Anne	Baltimore, Md.	Longwood College
Stead, Linda Irene	Oradel, N.J.	University of Rhode Island
Steppe, Judith Elizabeth	West Babylon, N.Y.	Hofstra College
Stevens, Andrea Mary	Waterbury, Conn.	Bradford Junior College
Stryker, Barbara Jean	Baltimore, Md.	Maryville College
Tannenbaum, Edith	Philadelphia, Penn.	Temple University
Teig, Kari Eve	Pelham, N.Y.	Wheaton College

Name	*Address*	*Transferred from:*
Tesoriero, Luanne Marie	Brooklyn, N.Y.	College of New Rochelle
Thomas, Nancy Elizabeth	Annapolis, Md.	Western Maryland College
Thorsen, Karin Synnove	Brooklyn, N.Y.	Houghton College
Townsend, Jo-Ann	Piedmont, Calif.	Pomona College
Woods, Mary Frances	New York, N.Y.	College of New Rochelle
York, Katherine McCobb	Camden, Maine	Eastern Baptist College
Ziegler, Audrey Perry	Ramsey, N.J.	Green Mountain Junior College

CLASS OF 1967

Name	*Address*	*Transferred from:*
Archambault, Christine	New York, N.Y.	Brooklyn College
Arlen, Joan Barbara	Springfield, Mass.	Whittier College
Avery, Dorothy Mary	Princeton, N.J.	College of New Rochelle
Barnes, Jennifer Larrison	Auburn, N.Y.	Marietta College
Behling, Ella Wilhelmine	Yonkers, N.Y.	Concordia Junior College
Bissinger, Elizabeth Julia	Bronxville, N.Y.	Briarcliff College
Blank, Kathy Amelia	Brooklyn, N.Y.	Brooklyn College
Blumenthal, Carol Gene	Jericho, N.Y.	Hofstra University
Borst, Pamela Louise	Sherburne, N.Y.	Colby College
Bowman, Valerie Jane	Bradford, Conn.	Albertus Magnus College
Bright, Sallie Ann	Reading, Penn.	Cedar Crest College
Bush, Mary Virginia	Norwich, Conn.	Heidelberg College
Buzalski, Janet Ruth	Cranford, N.J.	Hartwick College
Chervenak, Selina Rondean	Highland Park, N.J.	Elizabethtown College
Clogher, Joanne Marie	Levittown, N.Y.	Hofstra University
Conger, Susan Garvin	Pleasantville, N.Y.	University of Michigan
Connell, Sister Mary Richard	Ossining, N.Y.	Mary Rogers College
Corey, Frances Rose	Westfield, Maine	Eastern Baptist College
Covell, Judith Sterling	Belfast, N.Y.	State University College at Genesee
Daly, Joan Frances	Silver Spring, Md.	Montgomery Junior College
Dean, Dinah Ross	Pemberton, N.J.	Gettysburg College
Diemer, Nancy Jean	New Paltz, N.Y.	Moravian College
Druckemiller, Susan Dee	Fairview, Penn.	University of Pittsburgh
Edwards, Arminda Clara	Fayetteville, N.Y.	Houghton College
Elwell, Nancy Lyon	Pelham Manor, N.Y.	Northwestern University
Englerth, Mary Elizabeth	Magnolia, N.J.	Eastern Baptist College
English, Carol	Mountain Lakes, N.J.	De Pauw University
Eten, Catherine Ann	Westwood, N.J.	Western College for Women
Fisher, Julie Ann	Ontario, N.Y.	Wittenberg University

Name	*Address*	*Transferred from:*
Friedmann, Elaine Elizabeth	Brewster, N.Y.	Cornell University
Gaffney, Ann Cecilia	Brooklyn, N.Y.	St. Joseph's College for Women
Gilbert, Dorothy Ann	West Hempstead, N.Y.	Jackson College
Goodman, Vivian Dianne	Hicksville, N.Y.	Hofstra University
Greco, Rosalee Grace	Woodhaven, N.Y.	Queens College
Green, Suzanne Elizabeth	Bainbridge, N.Y.	Russell Sage College
Gregory, JoAnn Lucille	Morris Plains, N.J.	College of St. Elizabeth
Hall, Alison Shiverick	Chestnut Hill, Mass.	Bradford Junior College
Herriott, Pamela Rupp	Hershey, Penn.	Hershey Junior College
Hoffman, Dorothy Martha	Hoosick Falls, N.Y.	Cornell University
Holahan, Linda	Dumont, N.J.	Douglass College
Hultman, Karen Elizabeth	Camp Hill, Penn.	Beaver College
Jackson, Marilyn Elaine	Cranford, N.J.	Douglass College
Johansen, Karen Bergliot	Springfield Gardens, N.Y.	St. Olaf College
Kavazanjian, Arlene Barbara	Hasbrouck Heights, N.J.	Douglass College
Kinsella, Rosanne Elizabeth	Staten Island, N.Y.	St. Joseph's College for Women
Kreitler, Leslie Ann	Roseland, N.J.	Colby Junior College
Kupres, Catherine Marie	New York, N.Y.	Marymount Manhattan College
Lawrence, Sally Appleton	Longmeadow, Mass.	Pine Manor Junior College
Lerman, Madeline Susan	Brooklyn, N.Y.	University of Buffalo
Lyder, Roberta Ann	Yonkers, N.Y.	College of Mount St. Vincent
Marston, Martha Katherine	Briarcliff Manor, N.Y.	Louisiana State University
McArdle, Regina I.	West Roxbury, Mass.	Barnard College
McGuire, Julie Ellenfried	Rye, N.Y.	Russell Sage College
McLellan, Bonnie Scott	Pelham, N.Y.	University of Rochester
McMillen, Mena Rose	Kew Gardens, N.Y.	Sweet Briar College
Meilicke, Diane Elaine	Bethlehem, Penn.	Centenary Junior College
Meyer, Marsha Andria	Nutley, N.J.	Wittenberg University
Morrow, Roberta	Lynn, Mass.	Colby Junior College
Murch, Cynthia Ann	Media, Penn.	Ursinus College
Murphy, Sister Mary Ruth	Cincinnati, Ohio	Our Lady of Cincinnati College
Nice, Terrill Annette	Annville, Penn.	Douglass College
Oberdorf, Mary Ann	Alden, Penn.	Allegheny College
Ortenzi, Rosemarie Ann	Hershey, Penn.	Hershey Junior College
Perkins, Melinda Louise	Bronxville, N.Y.	Mount Union College
Rein, Sister Mary Karen	Ossining, N.Y.	Mary Rogers College

Name	*Address*	*Transferred from:*
Ripley, Anne Appleton	Stockbridge, Mass.	Western College for Women
Rohr, Maxine Elsie	Syosset, N.Y.	Cornell University
Rothwell, Emily Sue	Scarsdale, N.Y.	Westchester Community College
Ryan, Mary Anne	Brooklyn, N.Y.	St. Joseph's College for Women
Sabatini, Roberta Marie	New York, N.Y.	College of Mount St. Vincent
Sayer, Susan Elizabeth	Villanova, Penn.	Cedar Crest College
Schappert, Jane Carole	New York, N.Y.	Bronx Community College
Schifter, Susan Margaret	Wayne, Penn.	Cornell University
Schoer, Jacqueline	Plainview, N.Y.	Syracuse University
Scholand, Jane Elizabeth	Rochester, N.Y.	Catherine McAuley College
Schork, Janet Margaret	New York, N.Y.	St. John's University
Seifert, Sylvia Haszare	Scarsdale, N.Y.	Bradford Junior College
Shaner, Katherine Hawthorne	Milwaukee, Wisc.	Bradford Junior College
Shephard, Deborah Burns	Baltimore, Md.	Bradford Junior College
Small, Suzanne Rae	Santa Maria, Calif.	Allan Hancock College
Stein, Linda Joan	New York, N.Y.	City College
Strowger, Margaret Ann	Rochester, N.Y.	College of St. Rose
Sweet, Marilyn Ruth	Kenmore, N.Y.	Houghton College
Sweeton, Ruth Ann	Newington, Conn.	Hood College
Takach, Jean Elizabeth	Staten Island, N.Y.	William Smith College
Toto, Maria	Nutley, N.J.	Roanoke College
Valentine, Suzanne Marie	Brooklyn, N.Y.	Concordia Junior College
Villecco, Diane Mary	Branford, Conn.	Albertus Magnus College
Wylie, E. Janice	Hempstead, N.Y.	Houghton College
Young, Beverly Jane	Rochester, N.Y.	Wittenberg University
Zimny, Carole Ann	North Andover, Mass.	Wheaton College

REQUEST FOR INFORMATION OR APPLICATION

It is desirable that prospective applicants enroll with the School as early as possible so that they may receive assistance in planning their programs in high school and college to gain the best possible background preparatory to entering the School of Nursing.

To receive information, fill out and return the following:

Miss Muriel R. Carbery, Dean
Cornell University–New York Hospital School of Nursing
1320 York Avenue, New York, New York 10021

Please place my name on your mailing list so that I may receive information which will help me in planning my high school and college preparation for nursing school entrance.

Name ..... Date .....

Address .....

.....

Date of Birth .....

High School: name and location .....
.....
Date diploma received or expected .....

College: name and location .....
.....
Date on which I expect to have completed at least two years of college ...

.....19....

(If you are in college) Please send me an application blank .....

FORM OF BEQUEST

Gifts or bequests to the School of Nursing may be made either to the Hospital or to the University with a request that they be used for the School of Nursing, as follows:

"I give and bequeath to The Society of the New York Hospital (or I give and bequeath to Cornell University) the sum of $..... for the Cornell University–New York Hospital School of Nursing."

If it is desired that a gift to the School of Nursing shall be made in whole or in part for any specific purpose in the program of the School, such use may be specified.

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CORNELL UNIVERSITY ANNOUNCEMENTS

The Cornell Announcements are designed to give prospective students and others information about the University. The prospective student should have a copy of the General Information Announcement; after consulting that, he may wish to write for one or more of the following Announcements:

New York State College of Agriculture (Four-Year Course), New York State College of Agriculture (Two-Year Course), College of Architecture, College or Arts and Sciences, Department of Asian Studies, School of Education, College of Engineering, New York State College of Home Economics, School of Hotel Administration, New York State School of Industrial and Labor Relations, Officer Education (ROTC), Summer School.

Undergraduate preparation in a recognized college or university is required for admission to the following Cornell divisions, for which Announcements are available:

The Graduate School, Graduate School of Business and Public Administration, Law School, Medical College, Cornell University-New York Hospital School of Nursing, Graduate School of Nutrition, New York State Veterinary College.

Requests for the publications listed
above may be addressed to
CORNELL UNIVERSITY ANNOUNCEMENTS
Edmund Ezra Day Hall, Ithaca, New York 14850

Cornell University-New York Hospital

School of Nursing

Addendum to Educational Requirements

for Admission, P 9....

Effective with students entering in the Fall of 1967, the following will become one of the requirements for admission:

Sociology (general or introductory)

3 credits (1 semester)

Students entering in the Fall of 1966 are urged to include such a course in their pre-admission preparation, if possible.

++++++

GO AND DO THOU LIKEWISE
NEW YORK HOSPITAL
CORNELL UNIVERSITY
FOUNDED BY EZRA CORNELL

Cornell University

ANNOUNCEMENTS

Cornell University-New York Hospital

School of Nursing

1966-67

Cornell University

Cornell University-New York Hospital

School of Nursing

1966-67

1320 York Avenue
New York, New York 10021

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CORNELL UNIVERSITY ANNOUNCEMENTS

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Calendar

			1966
Sept.	17	Saturday	Registration, Class of 1969, 9 a.m.–12:30 p.m.
Sept.	19	Monday	Orientation, Class of 1969 (see also Tuesday).
Sept.	20	Tuesday	Orientation, Class of 1969.
Sept.	21	Wednesday	Instruction begins for all classes.
Sept.	29	Thursday	Opening Convocation, 7 p.m.
Nov.	15	Tuesday	Mid-semester grades due.
Nov.	23	Wednesday	Thanksgiving recess: Instruction suspended, 5 p.m.
Nov.	28	Monday	Instruction resumed.
Dec.	20	Tuesday	Christmas recess: Instruction suspended, 5 p.m.
			1967
Jan.	4	Wednesday	Instruction resumed.
Jan.	26	Thursday	Midyear recess: Instruction suspended, 5 p.m.
Feb.	1	Wednesday	Instruction resumed.
March	28	Tuesday	Mid-semester grades due.
			Spring recess: Instruction suspended, 5 p.m.
April	5	Wednesday	Instruction resumed.
May	30	Tuesday	Holiday: Memorial Day.
May	31	Wednesday	Intersession begins for Class of 1969.
June	2	Friday	Instruction suspended, 5 p.m., for Classes of 1967, 1968.
June	7	Wednesday	Convocation and Commencement.
June	20	Tuesday	Instruction suspended, 5 p.m., Class of 1969.

Students are expected to remain in School until the last scheduled class or laboratory experience is completed prior to any vacation period. At the close of the vacation period, each student is expected to return to the School in time to participate in the first scheduled class or laboratory experience.

The dates shown in the calendar above are tentative.

The New York Hospital–Cornell Medical Center at 68th Street and the East River covers three city blocks (68th to 71st Streets). It includes The New York Hospital, the Cornell Medical College, and the Cornell University–New York Hospital School of Nursing.

Cornell University-New York Hospital School of Nursing

HISTORY OF THE SCHOOL

The Cornell University–New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing, one of the earliest nursing schools in the country. The School is part of The New York Hospital–Cornell Medical Center, which includes also the Cornell University Medical College and the various adjoining buildings of The New York Hospital extending from 68th to 71st Streets on the East River.

The Center is a joint undertaking of The Society of the New York Hospital and Cornell University, committed to a fourfold purpose in (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and (4) promotion of public health through the development of preventive medicine.

The New York Hospital is the second oldest voluntary hospital in this country, its Royal Charter having been granted in 1771, in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled, and on early maps the location was designated simply as "the Hospital."

Cornell University with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place. Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted a great deal of thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the State of New

York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864–1865 a young senator named Andrew D. White, later to become the first president of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College and the School of Nursing are the two divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients; in 1799 Dr. Valentine Seaman, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When in 1873 the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of The Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the present Medical Center was opened in 1932.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program to keep pace with these needs. Today the work of the professional nurse requires a great deal more self-direction and leadership ability than in the past and in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

The Cornell University–New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

PHILOSOPHY AND OBJECTIVES

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

The Philosophy

Professional nursing includes activities related to the care of the sick, the promotion of health, the prevention of disease and rehabilitation following disability. It is an integral part of total health care and is planned and administered in cooperation with medical, educational and welfare services. The professional nurse has a responsibility for providing physical care, emotional support, and health teaching to individuals and to groups in many different settings, i. e., the hospital, the school, the home, and industry. In keeping with the spirit of dedication to the service of society, she respects the uniqueness, the dignity and the rights, of each individual.

The program of the School has as its aim the preparation of a professional nurse who can meet these responsibilities and who possesses a body of specific knowledge and skill, developed through an educational discipline which is based upon the humanities and the natural, social and medical sciences. The faculty accepts the responsibility for selecting and organizing learning experiences which will give the graduate resources upon which she can draw both personally and professionally throughout her life.

The student is introduced to high standards of competence and conduct and at the point of graduation is expected to possess the knowledge, manual dexterity, and communication skills which can bring comfort to her patients, confidence to her co-workers, and guidance to auxiliary personnel. As a new practitioner she is prepared to function effectively under supervision in beginning positions in nursing, recognizing that she must continue to improve and extend her skills and expand her knowledge to meet fully all responsibilities in the field of her choice.

With further experience and study, the graduate may build upon this basic professional foundation to become an expert practitioner in an area of clinical specialization, or she may choose to prepare herself in such fields as teaching, administration or research.

The Objectives

In keeping with the philosophy, the admission requirements and the curriculum of the School have been set up to help each student make a sound beginning in —

professional competence and *technical skill* based on reasoned judgment.

the *development of a system of values* which will make the well-being of others the pivotal factor in determining her professional actions.

the *use of resources* through which she may keep abreast of new knowledge and may extend that with which she has some familiarity.

the *understanding of human behavior,* her own and others, so that she can initiate and foster productive relationships and can appreciate and respect the uniqueness of each individual.

the *awareness of the place of professional nursing in today's society*, of her opportunities and responsibilities as a member of that profession; of the need to interpret this to others.

ACCREDITATION

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

ADMISSION

GENERAL STATEMENT. Students who have completed a minimum of 60 semester hours in a college of Cornell University, are in good standing, and meet health requirements may be admitted to the nursing major offered in New York City. Students may transfer to the School of Nursing after satisfactorily completing a minimum of 60 semester hours in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools. Selection of an institution in which to enroll for the first two years of college is not dependent upon its offering a pre-nursing program. No nursing or pre-nursing courses are required for admission to this School.

ADMISSION REQUIREMENTS

EDUCATIONAL REQUIREMENTS. During the first two years of college the applicant should select a program of general education which contains a proportionate number of hours in courses related to communication, natural science, social science and the humanities.

Courses *required* for transfer to the School of Nursing include:

Chemistry (including laboratory)	6–10 sem. hrs. (2 sem.)
Biology or Zoology (including laboratory)	6–10 sem. hrs. (2 sem.)
Psychology (general or introductory)	3 sem. hrs. (1 sem.)
Sociology (general or introductory)	3 sem. hrs. (1 sem.)

Courses suggested include anthropology, economics, English and literature, history, philosophy, languages, political science, appreciation, history or theory of art and/or music.

Courses not accepted for transfer:

- Courses with content similar to those offered in the School of Nursing.
- *Science* courses, other than those required, unless the student presents more than 60 hours of credit.
- Health and Hygiene
- Music (instrumental or voice)
- Physical Education
- One-credit courses unless they are taught for two consecutive semesters and appear as a total of 2 credits on the transcript.

Students considering transfer to the School of Nursing should consult with advisors in their college when they register in order to plan a program which will meet the admission requirements for this School. Applicants who have not met the course requirements but who have a good record for two or more years of college, are encouraged to contact the Director of Admission Relations. It may be possible, after a review of credits earned, that arrangement can be made for courses to be taken during a summer session.

AGE REQUIREMENTS. Applicants are considered in light of their total qualifications.

HEALTH REQUIREMENTS. The results of a physical examination must be submitted at the time of application. A dental examination is required before admission. Inoculations are required within nine months prior to admission as follows: tetanus; typhoid fever; smallpox; diphtheria, if reaction to Schick test is positive; poliomyelitis (urged but not required).

PERSONAL QUALIFICATIONS. Candidates are selected whose credentials indicate good health, maturity, and ability to work with people. A personal interview is considered an important part of the application procedure. Effort is made to have the applicant meet with a member of the Committee on Admissions at the School in New York. If this is not practicable, a conference can often be arranged with an alumna or other qualified person living near the applicant's home or college.

APPLICATION

Application to the School of Nursing should be made by requesting the forms from the Registrar, Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021.

Applications are accepted as long as there are vacancies in the entering class. However, applicants are encouraged to submit their credentials during the second semester of the first year in college. If the credentials, including the psychometric test and a transcript covering one year of college work are satisfactory, *the applicant will be accepted and a place held for her pending satisfactory completion of the college courses and continued good health.*

REGULATIONS RELATING TO ACADEMIC ACHIEVEMENT

The established pattern of grading is based on a system of quality points with equivalent letter and percentage grades.

Quality Point	*Percentage Grade*	*Letter Grade*
3.5–4.0	90–100%	A (4.0)
2.5–3.4	80–89%	B (3.0)
1.5–2.4	70–79%	C (2.0)
0.5–1.4	60–69%	D (1.0)
0.0	below 59%	F (0.0)

The degree of Bachelor of Science in Nursing is awarded to students who have attained a cumulative quality point average of 2.0 and have no grade of F or an Incomplete in any of the required courses in the nursing major.

A student may qualify for the Dean's List by attaining a cumulative average of 3.25 or better during a given semester.

Students who are in danger of receiving a grade of D or F in a course are notified at the midsemester, thus giving them the opportunity to seek guidance in their work during the remainder of the semester. Upon recommendation of the instructor, and with the approval of the Associate Dean, one re-examination will be permitted in the case of failures in the midsemester and/or final examination in a course. Two dollars is charged for each re-examination. No more than six re-examinations are permitted during the program.

A student who receives a semester grade of F in a required course will be considered on an individual basis regarding her continuation in the school. A student who receives an I (Incomplete) in a course is expected to complete the course within one year unless a special plan has been established between the student and the faculty member. A student who does not attain the required cumulative average for a semester will remain in the school "on condition" for one semester. If, at the end of the semester, her cumulative average has not reached the level required for the semester she is registered for, she will be required to withdraw from the School.

The faculty of the School of Nursing reserve the privilege of retaining only those students who, in their judgment, satisfy the requirements of scholarship, health and personal suitability for professional nursing. A student may be asked to withdraw without having been "on condition."

Parents and guardians do not receive regular notice of the student's grades. However, they are advised when a student is placed "on condition" or is asked to withdraw from the school.

A student is eligible for honorable withdrawal at any time she may elect to leave, if her academic and personal record meet the standards of the School, and if her financial record has been cleared in the office of the Associate Dean.

DEGREE

The degree of Bachelor of Science in Nursing is granted by Cornell University. In order to qualify for the degree, the student must maintain a cumulative average of C for the total program, and must have completed satisfactorily all of the theory and clinical laboratory outlined in this Announcement or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science in Nursing with Distinction, the only honorary designation granted by Cornell University. To qualify for this honor the student, must have maintained her work at an exceptionally high level and must possess personal characteristics consistent with effective professional practice.

STATE REGISTRATION FOR GRADUATES

Graduates of the School are urged to take the State Board examination for licensure which is administered by the Regents of the State of New York. Each graduate is expected to take the first examination for licensure which is administered after she has completed the program. Satisfactory completion of this examination classifies the graduate of the School as a Registered Nurse (R.N.).

Each student is responsible for checking her mailbox at least once each day.

GENERAL INFORMATION

SCHOOL GOVERNMENT

One rule governs the conduct of students in the School of Nursing: "A student is expected to show both within and without the School, unfailing respect for order, morality, personal honor, and the rights of others." Through the Student Organization, students take responsibility for living according to this rule, which is construed as applicable at all times, in all places, to all students. The Student Organization sets up its own Executive Council, Judicial Council, and standing committees. A Faculty Committee on Student Affairs acts in an advisory capacity to the Student Organization and sponsors student-faculty meetings which provide for informal discussions of school activities and problems.

RESIDENCE

The School of Nursing is considered a resident school. Unless otherwise arranged with the School all unmarried students are expected to live in the Nurses' Residence. Each student is assigned to a single room which has the basic essentials of furniture and linen provided.

Since there is no residence designated for married students each student who is married must assume the responsibility for finding living facilities in the metropolitan area.

If a student wishes to live with her family within the New York City community, she should make this request as part of her admission procedure *or* submit written request at any time after admission.

If a student wishes to live outside of the Residence under circumstances other than the above either at the time of admission or after admission, she must make this request in writing. Her request must be accompanied by a letter from a parent or guardian indicating: (a) knowledge and approval of the plan to live outside, (b) approval of the apartment or room to be occupied, and (c) approval of the living companion (if any).

Each student who lives outside of the Residence must keep the Registrar's office informed of her correct address and telephone number. She is expected to maintain a mailbox in the Nurses' Residence, which she is responsible for checking at least once each day. The *Student Handbook* should be checked for the details of rules governing students who live both in the Residence and in the community.

Facilities are available in the Residence for personal laundry. The school uniform is laundered at no charge through the hospital laundry service.

RECREATIONAL FACILITIES

Believing that the education of young women today must include healthful social relationships, provisions have been made for this development in the life of the student.

The Social Committee of Student Organization is responsible for a full and varied social calendar, which includes such activities as dances, skating parties, coffee hours, and suppers. Through the Student Athletic Association, plans are made for joining other schools of nursing in special sports events. Other activities in which students may participate are the school paper, the yearbook, and a singing group known as the "Trebles."

There are two religious clubs with voluntary memberships for both medical and nursing students. They are the Nurses' Christian Fellowship and the Newman Club. Guest speakers and planned forums provide an opportunity for exchange of thought on many subjects.

To ensure the full benefit and proper use of the Nurses' Residence facilities, a Director is in charge. Guest rooms are often available for friends and relatives at a reasonable charge.

A large auditorium is located on the first floor of the Residence. Sun roofs, beach equipment, pianos, television sets, and record players are available for the use of the students.

The cultural opportunities of New York City are almost limitless in music, art, ballet, theatre, and museums. Students enjoy the benefits of such opportunities as membership in the Metropolitan Opera Guild. Theatre tickets are often available through the Residence facilities.

HEALTH SERVICES

Good health is of the utmost importance, and students have readily available a well-organized health service maintained in cooperation with the Personnel Health Service of the Center.

Upon admission a physical examination by the School physician, a tuberculin test, and a chest X-ray are required. Subsequently, the student has either a chest X-ray or tuberculin test every six months, and another physical examination while in the School. Students receive dental health service consisting of a series of full-mouth X-rays, examination by a dentist, a written diagnosis with suggestions for treatment, and follow-up supervision. For dental repair, students are referred to their own dentists.

Students who are ambulatory, with short-term minor illnesses, may receive meals in their rooms in the Student Residence on recommendation of the physician in Personnel Health Service. Medical supervision is provided through the health service. If more seriously ill, students are cared for on the floors of The New York Hospital within the limits of the Hospital's policy on admissions and bed usage, and hospitalization up to the amount of eight weeks for any one admission is provided. Elective surgery and dental work are not included and, if not taken care of before admission to the School, must be arranged during vacations. Expenses for private nurses, transfusions, and personal items are borne by the student. The School reserves the right to collect all benefits from hospitalization insurance carried by the student as partial payment for care.

The Trebles, a group of self-directed a capella singers, are invited to sing at many of the social events held at the Medical Center.

If, in the opinion of the School authorities, the condition of a student's physical or emotional health makes it unwise for her to remain in the School, she may be required to withdraw, either temporarily or permanently, at any time.

COUNSELING SERVICES

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in her work in the School or in connection with special personal problems.

The Counselor of Students assists students in every way possible in their educational, personal, and social adjustment. She also cooperates with the faculty in helping the students in these areas and directs the students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

The objective of the counseling program is to make it possible for any student to obtain such guidance as she may require in any phase of her life while in the School of Nursing.

DRIVER'S LICENSE

Each student is expected to have a driver's license by the time she enters the public health nursing experience. It is suggested that this requirement be met before admission or no later than the summer vacation following the first year in the School.

EXPENSES

The fixed fees and living costs for a student enrolled in the School of Nursing are outlined on page 19. While an effort is made to establish the fees one year in advance, all charges are subject to change. Additional allowance must be made for clothing, travel, and incidentals.

MISCELLANEOUS FEES

Application Fee. A fee of $15 must accompany the application for admission.

Acceptance Fee. A fee of $50 must be paid when an applicant receives notice of final acceptance to the incoming class. This *non-refundable* fee is credited to the Graduation Fee, applicable to the last semester of the program.

Special Fees:

Late Registration Fee. A fee of $5 is charged each late registrant.

Reinstatement Fee. A former student wishing to re-enter the program will be charged a fee of $10.

Reexamination Fee. A student who, on the recommendation of her instructor, is permitted a reexamination in any course will pay a fee of $2 per examination.

Tutoring Fee. A student who for special reasons requires faculty tutoring shall pay $4 per hour for this service.

UNIFORM FEES. During the first semester of the first year each student is charged for the purchase of blue plaid uniforms, caps, laboratory coats, and shoes which are worn for class room and clinical experiences. Additional blue plaid uniforms are purchased during the second semester and intersession for a total of ten uniforms.

In the third year each student is charged for the rental of the complete uniform worn during the public health nursing assignment. Each student must provide herself with a pair of black or navy low-heel walking shoes.

The bill for the final semester includes the charges for a graduate uniform and the cap and gown worn at commencement.

ROOMS AND MEALS. The charges for room and meals shown in the chart are calculated on the assumption that a student will live in the Nurses' Residence and purchase her meals at one of the cafeterias located in the Medical Center.

PAYMENT OF FEES. All fees are due on the first day of each semester unless special arrangements have been made with the School.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition and/or fee bill since the state prepares individual checks, which are payable to the student,

FEES FOR THE ACADEMIC YEAR 1967–68†

Item	First Year			Second Year		Third Year	
	1st Sem.	*2d Sem.*	*Inter.*	*1st Sem.*	*2d Sem.*	*1st Sem.*	*2d Sem.*
Fixed Fees Billed by School (Due First Day of Each Semester):							
Matriculation	$ 15.00						
Tuition	255.00	$225.00	$ 45.00	$240.00	$240.00	$240.00	$200.00
Laboratory	15.00	15.00					
Library	5.00	5.00		5.00	5.00	5.00	5.00
NLN Test and Teaching Manuals	10.00	1.00		2.00	2.00	2.00	2.00
Health and Dental	9.00	8.00		9.00	8.00	9.00	8.00
Blue Cross*	29.05	29.05		29.05	29.05	29.05	29.05
Student Organization Fee	8.00			8.00		8.00	
Class Fee	3.00						
Uniforms*	80.25	18.00	45.00			19.00	21.30
Residence	200.00	200.00	30.00	200.00	200.00	200.00	200.00
Total	$629.30	$501.05	$120.00	$493.05	$484.05	$512.05	$465.35
Estimated Fees Not Billed by School:							
Meals	$400.00	$400.00	$ 75.00	$400.00	$400.00	$400.00	$400.00
Books and Journals	45.00	35.00		25.00	25.00	15.00	15.00
Field Trip Expenses	25.00	15.00		25.00	25.00	30.00	30.00
Total	$470.00	$450.00	$ 75.00	$450.00	$450.00	$445.00	$445.00

* Collected as a fixed fee. Charge subject to change.

† All fees are subject to change.

and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and/or fees are due. When an extension of time for payment of part or all of the tuition and/or fees is granted, based on a New York State award, it is with the understanding that should the state for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

REFUND OF FEES. In the case of withdrawal, the refund will be based on a deduction of 10% per week on all charges, as of the first day of each semester. No refund will be made after the mid-semester.

FINANCIAL ASSISTANCE

Most students plan to finance their education through a combination of savings, help from home, summer earnings, and work during the school year.

In making awards for financial assistance, the academic record of the applicant is reviewed but the actual award is made on the basis of financial need. Awards are made on a comparative basis.

Financial assistance is awarded to the individual as a scholarship, a grant, a loan, or a combination of these. No reimbursement of grants is anticipated unless the student leaves the school during the course of a semester. In that case, one half of the amount of the grant for the semester is to be reimbursed.

Loans are available from a fund established jointly by the School and the Federal Government under the terms of Part B of Public Law 88-581 Nurse Training Act of 1964. No more than $1,000. may be borrowed by a student during an academic year.

Students who have marked financial need and do not make provision for work during the summer may anticipate receiving aid in the form of a loan.

Students are free to work in a variety of jobs in this Center and elsewhere during the school year. Beginning with the second semester of the first year students may be employed eight hours a week as Assistants on the Nursing Service of The New York Hospital. Summer employment in this capacity is also available. Each student who accepts this assignment is required to purchase a supply of white uniforms designed for this position. These uniforms are suitable for wear after graduation.

APPLYING FOR ASSISTANCE. Prior to entering the School, application forms for financial assistance should be requested from the Registrar. Thereafter, they should be obtained in the Office of the Associate Dean. The application must be returned on or before April 15 for the fall semester and on or before December 1 for the spring semester.

Financial Assistance Administered by the School

FUND OF THE COMMITTEE FOR SCHOLARSHIPS. A fund established and maintained by a committee of women interested in the

School of Nursing, to assist young women who need financial assistance in order to prepare for nursing. Awards from the fund are made to both entering students and students enrolled in the School.

ALLSTATE FOUNDATION GRANT. A grant of $750 is made available to the School each year to assist a student throughout the program.

THE SWITZER FOUNDATION GRANT. A grant of $1000 is made available to the School each year. This grant is intended to assist a student who is an American citizen living within 50 miles of New York City and who has financial need.

DAVISON/FOREMAN FOUNDATION GRANT. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the school.

NORTH COUNTRY COMMUNITY ASSOCIATION SCHOLARSHIP. A scholarship of $600 given by the North Country Community Association, Glen Head, New York. The award is made to an entering student residing in Nassau, Suffolk or Queens County, New York.

CORNELL WOMEN'S CLUB OF NEW YORK. In the spring of the year a scholarship is made available by the group for the ensuing school year. This is made available either to an entering student or a student enrolled in the school.

VIVIAN B. ALLEN SCHOLARSHIP FUND. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc., income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

JULIETTE E. BLOHME SCHOLARSHIP FUND. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the Class of 1922 through a gift of $6,000, the interest on which may be used in whole or in part each year.

SAMUEL J. MORITZ SCHOLARSHIP FUND. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

THE CHRISTIAN C. YEGEN SCHOLARSHIP FUND. Established in the Spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University–New York Hospital School of Nursing.

EMMAJEAN STEEL FULLER FUND. This Fund, begun by the Class of 1952 in memory of Emmajean Steel Fuller, a former member of the Class, is available for an occasional scholarship.

Financial Assistance Administered by Outside Sources

NEW YORK STATE REGENTS SCHOLARSHIPS, GRANTS, AND LOANS

The following scholarships are available for residents of New York State. The applicant should apply through her high school principal while she is still a student in high school.

For more information on any of these, write to the State Education Department, University of the State of New York, Albany, New York, requesting the leaflet "Opening the Door to College Study through the New York State Regents Scholarship Examination."

REGENTS SCHOLARSHIPS FOR BASIC PROFESSIONAL EDUCATION IN NURSING. Amount, $200–$500 a year depending upon financial need, for a maximum of three years. Applicable only to period in the School of Nursing.

REGENTS COLLEGE SCHOLARSHIPS. Amount, $250–$700 a year depending upon financial need for a maximum of four years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS IN CORNELL. A tuition-reducing scholarship ranging in amount from $100 to $1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS. Amount, $450 a year for four years. Applicable to first two years of college and to period in the School of Nursing.

NEW YORK HIGHER EDUCATION ASSISTANCE CORPORATION sponsors a program through which students may obtain loans from local savings banks.

SCHOLAR INCENTIVE PROGRAM. Grants of $100–$300 yearly, depending on need and tuition paid, with minimum yearly grant of $100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and those who are presently in college and maintain satisfactory academic performance.

ARMED SERVICES

ARMY AND NAVY NURSE CORPS STUDENT PROGRAMS. Students in the Basic Nursing Program may apply for appointments in the Army Student Nurse Program at the beginning of the junior year, or the Navy Nurse Corps Candidate Program at the beginning of the senior year. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for 24 months. If two years of support has been given, the student serves 36 months.

PUBLIC HEALTH NURSING, NEW YORK STATE DEPARTMENT OF HEALTH SCHOLARSHIP PROGRAM

Students interested in public health nursing may be eligible for New York State Public Health scholarships. The scholarships are administered in the form of a tax-free stipend paid biweekly directly to the student during the senior year of the program in nursing.

To be considered, the applicant must be recommended to the State Department of Health by the faculty of the school. In addition she must be willing and able to accept full time employment for at least one year beginning within one month following graduation in a local official health unit exclusive of the five boroughs of New York City.

Applications are available at the school and should be filed early in the second semester of the junior year.

FACILITIES FOR INSTRUCTION

The facilities of The New York Hospital–Cornell Medical Center provide the setting for most of the learning experiences offered to students in the School of Nursing. These include classrooms, laboratories, clinical services, and libraries, set in an environment which promotes a spirit of inquiry. Additional learning experiences are provided through observations and practice in other community agencies.

CLINICAL FACILITIES

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital is comprised of five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both in-patients and out-patients, but also with facilities for teaching and for the conduct of research. Many specialized clinical services are therefore available which are seldom found within a single organization. The Hospital has 1104 beds and 90 clinics. Annually approximately 35,000 patients are hospitalized and 64,000 treated as out-patients. The conduct of research in all clinical departments gives the student an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in many studies depends to no small degree on the accuracy with which the nurse carries out tests and procedures, observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of neurology and metabolism, urology, ear, nose, and throat disorders, plastic and neurosurgery, ophthalmology, and a fracture service. The Lying-In Hospital has a capacity of 199 adults and 113 new-borns and provides for obstetric and gynecologic patients. Each year nearly 5,000 babies are born in this Hospital. Since this Center was founded in 1932 over 100,000 babies have been born here.

The Department of Pediatrics includes 117 beds, with five floors for the care of infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offer opportunities for the nursing student to study the development and guidance of convalescent as well as sick children. All students have Nursery School experience. Here the student works with and observes the development of the well child and is thus better able to evaluate deviations in behavior which may accompany illness.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 109 patients, admitted from all socio-economic groups and from all over the world. It is an intensive treatment center for psychotherapy, and its staff and resources are unusual. The student, therefore, has

Students have the opportunity to plan patient care while working with other members of the professional team.

an opportunity to participate in the care of a variety of psychiatric illnesses of all degrees.

The Out-patient Department with its 90 clinics provides opportunity for the study of a large number of patients who come for general health supervision, for diagnosis of disease, and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 220,000 patient visits are made to this Department. Students assist in diagnostic tests, in treatments, and in teaching patients self-care. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of all experiences. Opportunity is provided for participation in the teaching of expectant parents through special classes and individual conferences and for study of the family approach to health maintenance and care of children.

The clinical experience in Chronic Disease and Rehabilitation Nursing is offered at Goldwater Memorial Hospital, Department of Hospitals, City of New York. Public Health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, the Westchester County Department of Health through the New York State Department of Health, and the Bureau of Public Health Nursing, New York City Health Department. These agencies provide opportunity for the student to learn the application of public health principles in both voluntary and official agencies.

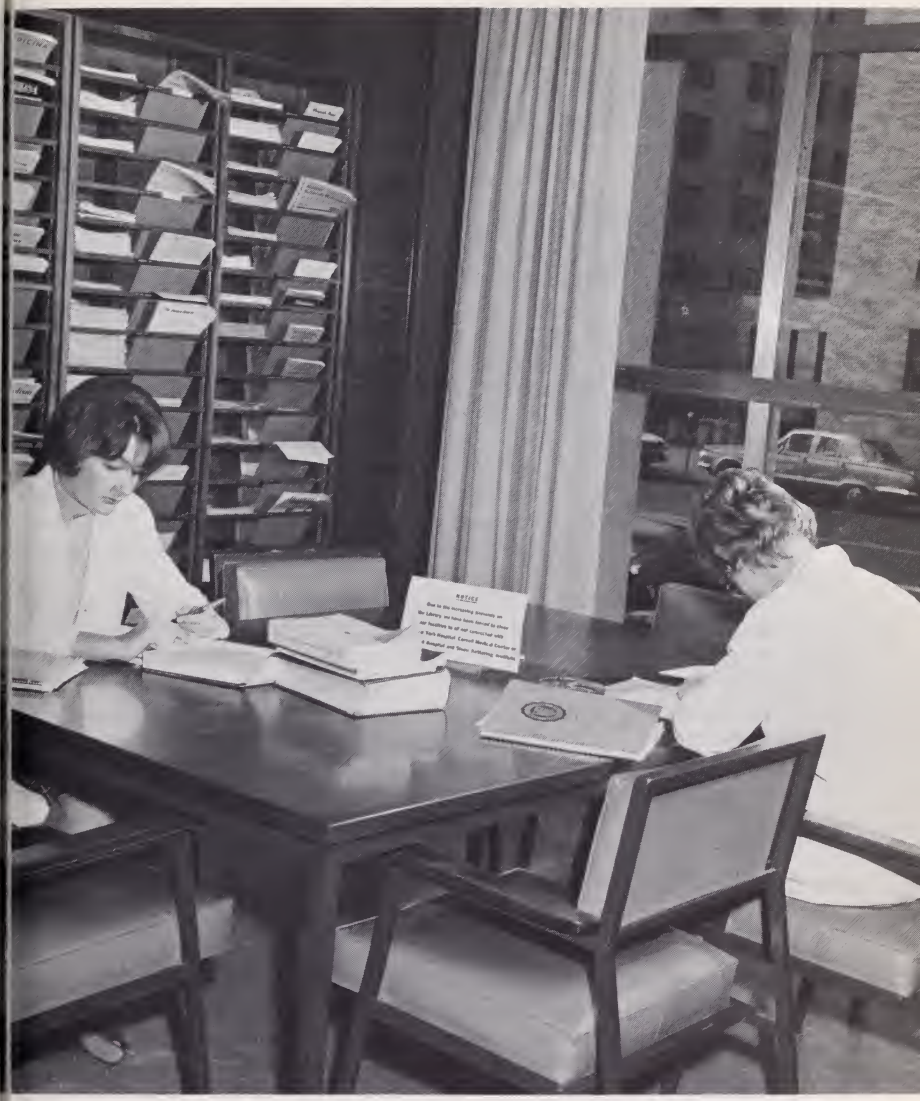
Representatives of various governmental, voluntary, and coordinating agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and of community organization for human services.

THE LIBRARY

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of both the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photo-duplicate copies from other libraries, including the National Library of Medicine, supplement the main library.



Students and faculty of both the Nursing School and the Medical College share the facilities of the Samuel J. Wood Library.

THE PROFESSIONAL CURRICULUM (THREE ACADEMIC YEARS)

Courses in the first year are primarily devoted to foundation materials from the natural and social sciences, and to the development of knowledge and basic skill related to the administration of general nursing care. The student gains a beginning understanding of the community organization and of resources and agencies which are commonly available to protect the health and well being of citizens. She gives nursing care for short periods each week under the guidance of a faculty member. In the spring of the year there is an Intersession during which there is a concentrated period of daily practice in patient care on selected floors of The New York Hospital. Throughout the year there are observations in a variety of agencies and institutions in and near the city. Visiting lecturers present content from special fields, and assigned projects provide a focus for the detailed study of health problems.

The clinical portion of the program begins intensively in the second year, and most courses are made up of two related parts — one theory and the other practice. The practice, referred to as "clinical laboratory," usually occupies 20 hours a week. As graduates of the program are prepared to provide nursing care in a variety of situations other than the hospital, there is emphasis throughout on disease prevention, health instruction, and rehabilitation. The student participates in conferences with practitioners from other professions, centering on the broad aspects of health care. She assists in the referral of patients who require nursing care after discharge from the hospital, and she has frequent contact with community agencies which are prepared to help provide such service.

During one term the student is particularly concerned with maternal-child health, including the care of newborn babies and their mothers, and consideration of family relationships and problems. In this term there is also an opportunity to observe well children in their normal activities and to give care to sick children who are receiving therapy in the out-patient clinics or on the floors of the hospital. Course content is presented by medical and nursing faculties in the Departments of Obstetrics and Pediatrics.

During the other term of the second year, the nursing needs of patients on medical and surgical services are explored. This course is presented through the combined efforts of the medical and nursing faculties in the Departments of Medicine and Surgery. Students care for selected patients in the units of the hospital, and observe the progress of certain patients when they return for continuing care to the Out-Patient Department.

In the senior year a course is presented in psychiatric nursing by the faculty of the Payne Whitney Psychiatric Clinic. Through this course the student has an opportunity to gain an understanding of the

causes of mental illness and to develop a beginning ability to meet the nursing needs of the mentally ill. She is introduced to the theories underlying prevention of such illness and becomes cognizant of the newer methods of treatment. There are visits to other types of agencies in the community, such as a state mental hospital.

Other courses in the third year include public health nursing, out-patient nursing, and nursing in long-term illness. Practice takes place in the Out-Patient Department of The New York Hospital, in a public health agency, and in centers which offer special rehabilitation programs for the chronically ill or handicapped.

Through the course "Professional Leadership in Nursing Care," senior students have an opportunity to learn some of the special skills of group leadership, to consider the ways of improving patient care through application of sound administrative and supervisory techniques, and to get experience in directing the work of other nursing personnel.

PROGRAM

Each student entering the school is expected to complete the entire program. The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing health needs of society or the best interests of the students and the school.

Courses are presented only once each year — in the semester indicated unless starred (*). Starred courses are presented each semester.

FIRST YEAR

FALL SEMESTER

Course No.	Course Title	Sem. Hrs. Cr.
101.	Human Development and Behavior	2.0
130.	Anatomy-Histology	4.0
131.	Physiology	4.0
151.(I)	Fundamentals of Nursing	7.0
	TOTAL	17.0

SPRING SEMESTER

Course No.	Course Title	Sem. Hrs. Cr.
105.(I)	Social Science and Health[1]	1.0
125.	Nutrition and Diet Therapy	2.0
132.	Microbiology	3.0
140.	Body Changes in Disease	3.0
152.(II)	Fundamentals of Nursing	6.0
	TOTAL	15.0

INTERSESSION

Course No.	Course Title	Sem. Hrs. Cr.
153.(III)	Fundamentals of Nursing	3.0

[1] Social Science and Health is divided into two units with course credit given at the end of the second unit in the second year.

SECOND YEAR

FALL SEMESTER			SPRING SEMESTER		
Course No.	*Course Title*	*Sem. Hrs. Cr.*	*Course No.*	*Course Title*	*Sem. Hrs. Cr.*
105.(II)	Social Science and Health[1]	1.0	115.	*History and Trends in Professional Nursing[2]	2.0
115.	*History and Trends in Professional Nursing[2]	2.0	145.	Principles of Epidemiology	2.0
253.	*Medical-Surgical Nursing	13.0	251.	*Maternity Nursing	6.0
			252.	*Pediatric Nursing	7.0
	TOTAL	16.0		TOTAL	17.0

THIRD YEAR

FALL SEMESTER			SPRING SEMESTER		
Course No.	*Course Title*	*Sem. Hrs. Cr.*	*Course No.*	*Course Title*	*Sem. Hrs. Cr.*
360.	*Psychiatric Nursing	6.0	351.	*Nursing Care of the Outpatient	3.0
365.	*Professional Leadership in Nursing Care	6.0	352.	*Nursing in Chronic Disease and Rehabilitation	3.0
			353.	*Public Health Nursing	6.0
	TOTAL	12.0		TOTAL	12.0

PROFESSIONAL PROGRAM = 90 Semester Hours Credit

[2] Students will register for "History and Trends" and Medical-Surgical Nursing in the same semester.

DESCRIPTION OF COURSES

NATURAL SCIENCES AND RELATED COURSES

125. NUTRITION AND DIET THERAPY

Normal adult nutrition. A study of the function and sources of the major food groups and their availability in the world. The needs of the individual and the many factors that influence nutrition are considered. Common diet modifications and their relationship to various diseases are studied. (Nutritional requirements in childhood and pregnancy are presented during the courses in pediatric and maternity nursing.)

Miss Erlander and Miss Whittaker.
Credit: 2 hours.

130. ANATOMY–HISTOLOGY

A laboratory course in gross and histological anatomy, using human cadavers, a variety of tissue sections, and selected animal viscera. The regional approach is used.

Miss Wright and Science Faculty.
Credit: 4.0 hours.

131. PHYSIOLOGY

A study of the physiological systems, their interrelationships in maintaining the homeostatic adjustment of the body to environmental changes. Fundamental biochemical principles of metabolism, electrolytes, acid-base balance. blood and urine constituents are integrated.

Miss Miller and Science Faculty.
Credit: 4.0 hours.

132. MICROBIOLOGY

General and pathogenic bacteriology and selected topics in parasitology and immunology form the basis.

Miss Wright and Science Faculty.
Credit: 3.0 hours.

140. BODY CHANGES IN DISEASE

Structural and functional changes that occur in diseases, including their manifestations.

Miss Miller and Science Faculty.
Credit: 3.0 hours.

145. PRINCIPLES OF EPIDEMIOLOGY

A study of the principles of epidemiology and the application of the scientific method to the investigation of health problems in the community. Biostatistical principles and their application and use are included. Emphasis is placed on the role of the nurse in the epidemiologic investigation.

Faculty in Public Health Nursing and Guest Lecturers.
Credit: 2.0 hours.

ledge of the basic sciences prepares the professional nursing student
ake sound judgments when giving nursing care.

SOCIAL SCIENCES AND RELATED COURSES

101. HUMAN DEVELOPMENT AND BEHAVIOR

A survey of the life span of man designed to show, through fact and theory, the interdependence of the physical, emotional, and social behavior of man from conception to old age. It will present in general terms the characteristics and progress of the human being through successive age periods. It is intended to serve as a frame of reference for more intensive, specific learnings and experiences in the clinical areas. The theme is the developing personality of biological man through the socialization process.

Miss Frany, Faculty Associates, and Guest Lecturers.
Credit: 2.0 hours.

105. (I–II) SOCIAL SCIENCE AND HEALTH

Presented in two units, this course deals with the social, psychological, and cultural approach to problems of health and illness. Attention is focused upon concepts and methods of the social sciences that have particular relevance for total patient care.

Mrs. Macgregor and Guest Lecturers.
Credit: 2.0 hours.

115. HISTORY AND TRENDS IN PROFESSIONAL NURSING

This course is designed to explore current trends in nursing based on an understanding of historical events that have contributed to the present status, and to develop a perspective which will facilitate professional development.

Mrs. Kelly and Miss Sanders.
Credit: 2.0 hours.

NURSING COURSES

151–152–153. (I–II–III) FUNDAMENTALS OF NURSING

Extending throughout the first year, the course provides a foundation for all clinical nursing courses. In the first semester the student considers the basic needs of people in health and learns how these needs are met during illness. She gains a beginning understanding of the principles underlying diagnostic and therapeutic measures and develops beginning skill in basic nursing activities. In the second semester, opportunity is provided for developing deeper understanding and skill in the components of professional nursing; included is study of the community structure as it pertains to health and the relationship of this structure to nursing. Throughout the first two terms there are increasing periods of laboratory experience on the patient units. During the three-week Intersession in June, a concentrated laboratory experience is offered under faculty guidance on selected patient units in The New York Hospital.

Faculty of Fundamentals of Nursing.
Credit: 151. (1st semester) 7.0 hours
152. (2d semester) 6.0 hours.
153. (Intersession) 3.0 hours.

MATERNAL-CHILD NURSING

During one semester the student focuses her attention on the family as the basic unit of society and considers the impact brought about by pregnancy or the illness of a child.

251. MATERNITY NURSING

The biological and social sciences are drawn upon in formulating principles basic to nursing care of mother and infant as members of a family and in developing an understanding of the emotional aspects of the maternity cycle as a whole.

Nursing faculty of the Department of Obstetrics and Gynecology and Guest Lecturers.

Credit: 6.0 hours.

252. PEDIATRIC NURSING

Presentation of the principles and practice of nursing care of children, based on developmental patterns from birth through adolescence; biological, psychological, and cultural factors are considered as they influence child-parent-nurse relationships in nursing care and in treatment. Guided experiences in nursery school and on in-patient and out-patient units.

Nursing and Medical Faculties of the Pediatric Department and Nutrition Faculty.

Credit: 7.0 hours.

253. MEDICAL–SURGICAL NURSING

The student is guided in relating knowledge of disease processes to the mode of therapy and in developing ability to provide care in terms of individual needs. The various dimensions of the nursing role in the recognition, prevention, and treatment of disease, health teaching, supportive care, and preparation for rehabilitation are considered. The student gains experience in the nursing care of patients with common medical and surgical diseases.

Nursing Faculties of the Departments of Medicine and Surgery and Nutrition Faculty.

Credit: 13.0 hours.

351. NURSING CARE OF THE OUT-PATIENT

Focus is upon the comprehensive care and supervision of the out-patient in a hospital setting. Emphasis is placed on the responsibility of the nurse, as a member of the health team, for helping the patient and family to adjust to problems of illness and health maintenance through direct care, teaching, counseling, and the effective use of hospital and community resources.

Nursing Faculty in the Out-patient Department.

Credit: 3.0 hours.

352. CHRONIC DISEASE AND REHABILITATION NURSING

Emphasis is on prevention, care, and rehabilitation in chronic illness; assessment of abilities and disabilities as they influence the definition of realistic goals for each patient. Consideration is given to the total effort of the rehabilitation team highlighting the contribution that nurses can make. Experience and observation in agencies and institutions offering services to the chronically ill and aged.

Mrs. Helfferich and Miss Blinn.

Credit: 3.0 hours.

353. PUBLIC HEALTH NURSING

The study of the basic principles which underlie public health activities and their application to public health nursing. Included in the lectures are principles of public health organization and administration, health education, environmental health, and statistics. Guidance throughout the eight-week

The professional nursing student is prepared to care for and teach patients in the community as well as in the hospital.

experience is provided by faculty who function in the clinical setting. Seminar discussions center on the student's experiences during each week, on current public health problems, and on programs and practices as they relate to the role of the public health nurse.

Faculty of the Department of Public Health Nursing, Guest Lecturers, Staff Members of the Public Health Agencies.

Credit: 6.0 hours.

360. PSYCHIATRIC NURSING

Study of the dynamics of disturbed behavioral patterns and the psychotherapeutic role of the nurse. The primary focus is etiology, treatment and prevention of psychiatric illness in both hospital and community. The student develops her understanding of dynamics and nursing practice through planned participation in the care and treatment of individuals and groups of patients.

Nursing Faculty of the Payne Whitney Psychiatric Clinic.

Credit: 6.0 hours.

365. PROFESSIONAL LEADERSHIP IN NURSING CARE

This course is designed to assist the senior student in developing those characteristics of leadership necessary in planning and implementing individualized nursing care for a group of patients using the skills and abilities of various levels of professional and auxiliary nursing personnel.

Miss Sanders and Faculty from Clinical Departments.

Credit: 6.0 hours.

PERSONNEL

ADMINISTRATION

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FACULTY AND STAFF

Cornell University–New York Hospital School of Nursing

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Muriel R. Carbery, M.S., R.N., Dean
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Louise S. Hazeltine, M.A., R.N., Assistant to the Dean
Florence Tritt, M.A., R.N., Assistant to the Dean
Kathleen F. Dwyer, M.A., R.N., Director of Admissions Relations
Carolyn Diehl, M.D., School Physician
Mrs. Ena Stevens-Fisher, R.N., Supervisor, Personnel Health Service
Tracy Dwyer, B.S., Registrar
Mrs. Mary Elizabeth Riddick, Registrar for Admissions
Meimi Joki, A.B., Executive Secretary for the School

PROFESSORS

Muriel R. Carbery, M.S., R.N., Professor of Nursing; Dean, School of Nursing; Director, Nursing Service. (A.B., Hunter College, 1933; Diploma in Nursing, New York Hospital School of Nursing, 1937; M.S., Catholic University of America, 1951.)

Frances C. Macgregor, M.A., Professor of Social Science. (A.B., University of California, 1927; M.A., University of Missouri, 1947.)

ASSOCIATE PROFESSORS

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Margery T. Overholser, M.A., R.N., Professor Emeritus of Public Health Nursing

Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing

Veronica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing

Henderika J. Rynbergen, M.S., Professor Emeritus of Science

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Vincent Du Vigneaud, Ph.D., Professor of Biochemistry
Fritz Fuchs, M.D., Professor of Obstetrics and Gynecology
Frank Glenn, M.D., Professor of Surgery
William T. Lhamon, M.D., Professor of Psychiatry
Wallace W. McCrory, M.D., Professor of Pediatrics
Walsh McDermott, M.D., Professor of Public Health and Preventive Medicine
Robert F. Pitts, M.D., Professor of Physiology
Walter F. Riker, M.D., Professor of Pharmacology
William F. Scherer, M.D., Professor of Bacteriology and Immunology
Roy C. Swan, M.D., Professor of Anatomy
David Thompson, M.D., Professor of Medicine

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* Leave of absence, 1966-67.

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NURSERY SCHOOL

Eleanor Landsmann, M.A., Director, Pediatric Recreation Department

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Louise Stephenson, M.S., Director

OCCUPATIONAL AND RECREATIONAL THERAPY

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Grace M. McFadden (and staff), Director, Bureau of Public Health Nursing, New York City Health Department

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Cooperating Groups

ADVISORY COMMITTEE ON PRE-NURSING STUDENTS ON THE ITHACA CAMPUS

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Jean Failing, Professor of Home Economics, Chairman of Counseling Service

College of Arts and Sciences

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F. G. Marcham, Professor of History
F. Dana Payne, Associate Dean, College of Arts and Sciences

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STUDENTS IN THE SCHOOL

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Name	*Address*	*Transferred from:*
Archambault, Christine	New York, N.Y.	Brooklyn College
Arlen, Joan Barbara	Springfield, Mass.	Whittier College
Avery, Dorothy Mary	Princeton, N.J.	College of New Rochelle
Barnes, Jennifer Larrison	Auburn, N.Y.	Marietta College
Behling, Ella Wilhelmine	Yonkers, N.Y.	Concordia Junior College
Bissinger, Elizabeth Julia	Bronxville, N.Y.	Briarcliff College
Blank, Kathy Amelia	Brooklyn, N.Y.	Brooklyn College
Blumenthal, Carol Gene	Jericho, N.Y.	Hofstra University
Bond, Karen Hultman	Camp Hill, Pa.	Beaver College
Borst, Pamela Louise	Sherburne, N.Y.	Colby College
Bright, Sallie Ann	Reading, Pa.	Cedar Crest College
Bush, Mary Virginia	Norwich, Conn.	Heidelberg College
Buzalski, Janet Ruth	Cranford, N.J.	Hartwich College
Castronovo, Frances	Ridgefield, Conn.	Syracuse University
Chervenak, Selina Rondean	Highland Park, N.J.	Elizabethtown College
Clogher, Joanne Marie	Levittown, N.Y.	Hofstra University
Connell, Sister Mary Richard	Ossining, N.Y.	Mary Rogers College
Corey, Frances Rose	Westfield, Maine	Eastern Baptist College
Covell, Judith Sterling	Belfast, N.Y.	State University College at Genesee
Dean, Dinah Ross	Pemberton, N.J.	Gettysburg College
Druckemiller, Susan Dee	Fairview, Pa.	University of Pittsburgh
Edwards, Arminda Clara	Fayetteville, N.Y.	Houghton College
Elwell, Nancy Lyon	Pelham Manor, N.Y.	Northwestern University
Englerth, Mary Elizabeth	Magnolia, N.J.	Eastern Baptist College
English, Carol	Mountain Lakes, N.J.	De Pauw University
Eten, Catherine Ann	Westwood, N.J.	Western College for Women
Fisher, Julie Ann	Ontario, N.Y.	Wittenberg University
Friedmann, Elaine Elizabeth	Brewster, N.Y.	Cornell University
Gaffney, Ann Cecilia	Brooklyn, N.Y.	St. Joseph's College for Women
Gilbert, Dorothy Ann	West Hempstead, N.Y.	Jackson College
Goodman, Vivian Dianne	Hicksville, N.Y.	Hofstra University
Greco, Rosalee Grace	Woodhaven, N.Y.	Queens College
Green, Suzanne Elizabeth	Bainbridge, N.Y.	Russell Sage College
Gregory, JoAnn Lucille	Morris Plains, N.J.	College of St. Elizabeth
Hall, Alison Shiverick	Chestnut Hill, Mass.	Bradford Junior College
Herriott, Pamela Rupp	Hershey, Pa.	Hershey Junior College
Hoffman, Dorothy Martha	Hoosick Falls, N.Y.	Cornell University
Holahan, Linda	Dumont, N.J.	Douglass College
Jackson, Marilyn Elaine	Cranford, N.J.	Douglass College
Johansen, Karen Bergliot	Springfield Gardens, N.Y.	St. Olaf College
Kavazanjian, Arlene Barbara	Hasbrouck Heights, N.J.	Douglass College
Kinsella, Rosanne Elizabeth	Staten Island, N.Y.	St. Joseph's College for Women
Kreitler, Leslie Ann	Roseland, N.J.	Colby Junior College

Name	*Address*	*Transferred from:*
Kupres, Catherine Marie	New York, N.Y.	Marymount Manhattan College
Lawrence, Sally Appleton	Longmeadow, Mass.	Pine Manor Junior College
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Lyder, Roberta Ann	Yonkers, N.Y.	College of Mount St. Vincent
Marston, Martha Katherine	Briarcliff Manor, N.Y.	Louisiana State University
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McGuire, Julie Ellenfried	Rye, N.Y.	Russell Sage College
McLellan, Bonnie Scott	Pelham, N.Y.	University of Rochester
McMillen, Mena Rose	Kew Gardens, N.Y.	Sweet Briar College
Meyer, Marsha Andria	Nutley, N.J.	Wittenberg University
Morrow, Roberta	Lynn, Mass.	Colby Junior College
Murch, Cynthia Ann	Media, Pa.	Ursinus College
Murphy, Sister Mary Ruth	Cincinnati, Ohio	Our Lady of Cincinnati College
Nice, Terrill Annette	Annville, Pa.	Douglass College
Oberdorf, Mary Ann	Alden, Pa.	Allegheny College
Perkins, Melinda Louise	Bronxville, N.Y.	Mount Union College
Rein, Sister Mary Karen	Ossining, N.Y.	Mary Rogers College
Ripley, Anne Appleton	Stockbridge, Mass.	Western College for Women
Rohr, Maxine Elsie	Syosset, N.Y.	Cornell University
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Stein, Linda Joan	New York, N.Y.	City College
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Sweet, Marilyn Ruth	Kenmore, N.Y.	Houghton College
Sweeton, Ruth	Newington, Conn.	Hood College
Takach, Jean Elizabeth	Staten Island, N.Y.	William Smith College
Toto, Maria	Nutley, N.J.	Roanoke College
Valentine, Suzanne Marie	Brooklyn, N.Y.	Concordia Junior College
Villecco, Diane Mary	Branford, Conn.	Albertus Magnus College
Wylie, E. Janice	Hempstead, N.Y.	Houghton College
Young, Beverly Jane	Rochester, N.Y.	Wittenberg University
Zimmy, Carole Ann	North Andover, Mass.	Wheaton College

CLASS OF 1968

Name	*Address*	*Transferred from:*
Adams, Nancy Ruth	Rochester, N.Y.	Nazareth College
Allis, Elizabeth Ruth	Wallingford, Pa.	Connecticut College
Beinecke, Ann	Short Hills, N.J.	Green Mountain College
Bernitt, Catherine Carmela	Jamaica, N.Y.	St. John's University
Bingham, Alison Smith	Owego, N.Y.	Cornell University
Biro, Barbara Suzanne	Bethlehem, Pa.	Penn State University
Blum, Sharon Lee	Rochester, N.Y.	Hope College
Brown, Penelope Payne	Cleveland, Ohio	Wittenberg University

Name	*Address*	*Transferred from:*
Buczak, Andrea Christine	Elizabeth, N.J.	Douglass College
Burt, Joy Margaret	Ellwood City, Pa.	Allegheny College
Bycott, Andria Jane	Wheeling, W. Va.	Miami University
Carswell, Janet Elizabeth	Dover, N.H.	University of New Hampshire
Daly, Joan Frances	Silver Spring, Md.	Montgomery Junior College
Denton, Jean Margaret	Glendale, N.Y.	Houghton College
Dierks, Virginia Susan	Pelham Manor, N.Y.	Western College for Women
Dunn, Virginia Wadsworth	Syracuse, N.Y.	The King's College
Edgar, Karen Anne	Basking Ridge, N.J.	Westminster College
Erdman, Constance Rebecca	Ithaca, N.Y.	Cornell University
Farber, Deborah Brooks	Baltimore, Md.	Briarcliff College
Fierstein, Susan Bernice	Irvington, N.Y.	State University College at New Palz
Fish, Sheila Margaret	Stamford, Conn.	Lasell Junior College
Flood, Kathleen Mary	Wilmington, Del.	University of Massachusetts
Garnham, Shirley Anne	Webster, N.Y.	Indiana University
Gill, Susan Jane	Washington, D.C.	Immaculata Junior College
Gillespie, Ellen Field	Cincinnati, Ohio	Centenary College
Goodling, Joan Alice	Oradell, N.J.	Houghton College
Gordon, Ronni Lee	Pearl River, N.Y.	Western Reserve University
Grummick, Sheila Darlene	Washington, Pa.	Bethany College
Hammersten, Linnea Carelene	Wellesley, Mass.	Colby Junior College
Harder, Mary Ann	Marshalltown, Iowa	Wheaton College
Haynes, Rosemary Margaret	Brooklyn, N.Y.	Brooklyn College
Heimoff, Ellen Ann	Teaneck, N.J.	Wheaton College
Hill, Cynthia	Oreland, Pa.	Ursinus College
Hoffman, Laura Ann	Glen Cove, N.Y.	Nassau County Community College
Hustad, Donna Ruth	LaGrange, Ill.	Houghton College
Huyck, Constance Ann	Mohawk, N.Y.	Green Mountain College
Johannesen, Arlene Marjory	Oxford, Ohio	Miami University
Josloff, Vivian	Elizabeth, N.J.	Douglass College
Kennedy, Jane Ann	LeRoy, N.Y.	Kent State University
Kennedy, Kathleen May	Kent, Conn.	Colby Junior College
Kennedy, Maureen Ann	Flushing, N.Y.	St. John's University
Kenney, Susan Anne	Dedham, Mass.	College of New Rochelle
Kenny, Sister Geraldine	Ossining, N.Y.	Mary Rogers College
Kollman, Mary Sue	Wilton, Conn.	University of Bridgeport
Krupnick, Phyllis Deborah	New York, N.Y.	City College
Lane, Nancy Jo	Walton, N.Y.	Westminster College
Leary, Barbara Evelyn	Drexel Hill, Pa.	University of Massachusetts
Lee, Jennifer Ann	Georgetown, British Guiana	University of Akron
Levinton, Paula	New York, N.Y.	City College
Maakestad, Margit Joy	Brooklyn, N.Y.	Augsburg College
Magnor, Janice Mildred	Tenafly, N.J.	Northwestern University
Marshall, Elsa Luisa	New York, N.Y.	St. John's University
Masimer, Effie May	Hershey, Pa.	Hershey Junior College
Mendleson, Jane Irene	Scarsdale, N.Y.	Green Mountain College
Miersma, Kathleen	Clymer, N.Y.	Hope College
Miller, Gail Hart	Greenwich, Conn.	Wheaton College
Milligan, Grace Ann	Pittsburgh, Pa.	Wittenberg University

Name	*Address*	*Transferred from:*
Morris, Susan Jane	Alliance, Ohio	Colby Junior College
Moulthrop, Lorraine Patricia	Pitman, N.J.	Douglass College
Mueller, Helene Singleton	New York, N.Y.	Centenary College
Nardella, F. Victoria	Rochester, N.Y.	Cornell University
Neilson, Ruth Alice	Milford, Conn.	Houghton College
Nobbs, Dinah Lucille	New York, N.Y.	Marymount College
Owen, Catherine March	Rumson, N.J.	Ohio Wesleyan University
Pietrusza, Janet Wilcox	Morristown, N.J.	Douglass College
Pruiksma, Ruth Ann	Paterson, N.J.	Calvin College
Pyrtek, Susan Jane	West Hartford, Conn.	Colby Junior College
Rhoades, Jeanne Marie	Emerson, N.J.	Manchester College
Rierson, Lois Nellie	Florence, N.J.	Juniata College
Rosen, Alice Sherry	Brooklyn, N.Y.	Brooklyn College
Sale, Suzanne Marilyn	Pelham, N.Y.	Centenary College
Sayer, Susan Elizabeth	Boxford, Mass.	Cedar Crest College
Sedgeman, Sister M. Timothy	Ossining, N.Y.	Mary Rogers College
Squires, Susan Pearce	Washington, D.C.	Colby Junior College
Stanton, Patricia Susan	Queens Village, N.Y.	St. John's University
Sweetser, Susan Marie	Sunbury, Pa.	Cedar Crest College
Taylor, Kristina Irene	Long Island City, N.Y.	Hofstra University
Torpie, Christine Mary	Centerport, N.Y.	College of Steubenville
Watkins, Mary-Helen	Port Washington, N.Y.	Green Mountain College
Weiglein, Lois Louise	Tuckahoe, N.Y.	Concordia Junior College
Yorks, Sandra Lee	Moorestown, N.J.	Houghton College
Zuck, June Martin	Lancaster, Pa.	Manchester College

REQUEST FOR INFORMATION OR APPLICATION

It is desirable that prospective applicants enroll with the School as early as possible so that they may receive assistance in planning their programs in high school and college to gain the best possible background preparatory to entering the School of Nursing.

To receive information, fill out and return the following:

Registrar
Cornell University–New York Hospital School of Nursing
1320 York Avenue, New York, New York 10021

Please place my name on your mailing list so that I may receive information which will help me in planning my high school and college preparation for nursing school entrance.

Name ..... Date .....

Address .....

.....

Date of Birth .....

High School: name and location .....
.....
Date diploma received or expected .....

College: name and location .....
.....
Date on which I expect to have completed at least two years of college...

..... 19.....

(If you are in college) Please send me an application blank .....

FORM OF BEQUEST

Gifts or bequests to the School of Nursing may be made either to the Hospital or to the University with a request that they be used for the School of Nursing, as follows:

"I give and bequeath to The Society of the New York Hospital (or I give and bequeath to Cornell University) the sum of $..... for the Cornell University–New York Hospital School of Nursing."

If it is desired that a gift to the School of Nursing shall be made in whole or in part for any specific purpose in the program of the School, such use may be specified.

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CORNELL UNIVERSITY ANNOUNCEMENTS

The Cornell Announcements are designed to give prospective students and others information about the University. The prospective student should have a copy of the General Information Announcement; after consulting that, he may wish to write for one or more of the following Announcements:

New York State College of Agriculture (Four-Year Course), College of Architecture, College of Arts and Sciences, School of Education, College of Engineering, New York State College of Home Economics, School of Hotel Administration, New York State School of Industrial and Labor Relations, Center for International Studies, Officer Education (ROTC), Summer Session.

Undergraduate preparation in a recognized college or university is required for admission to the following Cornell divisions, for which Announcements are available:

Graduate School, Law School, Medical College, Cornell University–New York Hospital School of Nursing, Graduate School of Nutrition, New York State Veterinary College, Graduate School of Business and Public Administration.

Requests for the publications listed
above may be addressed to
CORNELL UNIVERSITY ANNOUNCEMENTS
Edmund Ezra Day Hall, Ithaca, New York 14850

(The writer should include his zip code.)

GO AND DO THOU LIKEWISE
NEW YORK HOSPITAL
CORNELL UNIVERSITY
FOUNDED BY EZRA CORNELL

Cornell University

ANNOUNCEMENTS

Cornell University–New York Hospital

School of Nursing

1967-68

CORNELL UNIVERSITY ANNOUNCEMENTS

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CORNELL UNIVERSITY-NEW YORK HOSPITAL

SCHOOL OF NURSING

The course description of 360. Nursing:
A Psychodynamic Appraoch - 12 hours
may be found in 1968-69 School of Nursing
Announcement.

Cornell University

Cornell University–New York Hospital

School of Nursing

1967-68

1320 York Avenue
New York, New York 10021

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The courses and curricula described in this Announcement, and the teachin personnel listed therein, are subject to change at any time by official actio of Cornell University.

Academic Calendar

	1967-68
Registration, new students, 8:30 A.M.-11:30 A.M.	S, Sept. 16
Orientation, new students	M, Sept. 18
Registration, old students, 10 A.M.-1 P.M.	T, Sept. 19
Fall term instruction begins, all classes	W, Sept. 20
Opening Convocation, 7 P.M.	T, Oct. 3
Midsemester grades due	M, Nov. 20
Thanksgiving recess:	
Instruction suspended, 1:10 P.M.	W, Nov. 22
Instruction resumed	M, Nov. 27
Christmas recess:	
Instruction suspended, 5 P.M.	T, Dec. 19
Instruction resumed	W, Jan. 3
Midyear recess:	
Instruction suspended, 5 P.M.	T, Jan. 30
Instruction resumed	M, Feb. 5
Spring recess:	
Instruction suspended, 5 P.M.	F, Mar. 29
Instruction resumed	M, Apr. 8
Midsemester grades due	M, Apr. 8
Instruction suspended, 5 P.M.	F, May 31
Convocation and Commencement	W, June 5

The New York Hospital–Cornell Medical Center, at 68th Street and the East River, covers three city blocks (68th to 71st Streets), and includes The New York Hospital, the Cornell Medical College, and the Cornell University-New York Hospital School of Nursing.

Cornell University-New York Hospital School of Nursing

HISTORY OF THE SCHOOL

The Cornell University–New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing, one of the earliest nursing schools in the country. The School is part of The New York Hospital–Cornell Medical Center, which includes also the Cornell University Medical College and the various adjoining buildings of The New York Hospital extending from 68th to 71st Streets on the East River.

The Center is a joint undertaking of The Society of The New York Hospital and Cornell University, committed to a fourfold purpose in (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and (4) promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country, its Royal Charter having been granted in 1771, in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled, and on early maps the location was designated simply as "the Hospital."

Cornell University with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted a great deal of thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the State of New York had received a substantial land grant, under the Morrill Act

of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864–1865, a young senator named Andrew D. White, later to become the first president of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients; in 1799 Dr. Valentine Seaman, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of The Society of The New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the present Medical Center was opened in 1932.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program to keep pace with these needs. Today, the work of the professional nurse requires a great deal more self-direction and leadership ability than in the past and, in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

The Cornell University–New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

PHILOSOPHY AND OBJECTIVES

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

The Philosophy

Professional nursing includes activities related to the care of the sick, the promotion of health, the prevention of disease, and rehabilitation following disability. It is an integral part of total health care and is planned and administered in cooperation with medical, educational, and welfare services. The professional nurse has a responsibility for providing physical care, emotional support, and health teaching to individuals and to groups in many different settings, i. e., the hospital, the school, the home, and industry. In keeping with the spirit of dedication to the service of society, she respects the uniqueness, the dignity, and the rights of each individual.

The program of the School has as its aim, the preparation of professional nurses who can meet these responsibilities and who possess specific knowledge and skill, developed through an educational discipline which is based upon the humanities and the natural, social, and medical sciences. The faculty accepts the responsibility for selecting and organizing learning experiences which will give each graduate resources upon which she can draw both personally and professionally throughout her life.

The student is introduced to high standards of competence and conduct and at the point of graduation is expected to possess the knowledge, manual dexterity, and communication skills which can bring comfort to her patients, confidence to her co-workers, and guidance to auxiliary personnel. As a new practitioner she is prepared to function effectively under supervision in beginning positions in nursing, recognizing that she must continue to improve and extend her skills and expand her knowledge to meet fully all responsibilities in the field of her choice.

With further experience and study, the graduate may build upon this basic professional foundation to become an expert practitioner in an area of clinical specialization, or she may choose to prepare herself in such fields as teaching, administration, or research.

The Objectives

In keeping with the philosophy, the admission requirements and the curriculum of the School have been set up to help each student make a sound beginning in —

professional competence and *technical skill* based on reasoned judgment.

the *development of a system of values* which will make the well-being of others the pivotal factor in determining her professional actions.

the *use of resources* through which she may keep abreast of new knowledge and may extend that with which she has some familiarity.

the *understanding of human behavior,* her own and others, so that

she can initiate and foster productive relationships and can appreciate and respect the uniqueness of each individual.

the *awareness of the place of professional nursing in today's society;* of her opportunities and responsibilities as a member of that profession; of the need to interpret this to others.

ACCREDITATION

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

ADMISSION

GENERAL STATEMENT. Students who have completed a minimum of sixty semester hours in a college of Cornell University, are in good tanding, and meet health requirements may be admitted to the nursing major offered in New York City. Students may transfer to he School of Nursing after satisfactorily completing a minimum of sixty emester hours in any university, college, or junior college accredited y one of the regional associations of colleges and secondary schools. election of an institution in which to enroll for the first two years of ollege is not dependent upon its offering a pre-nursing program. No nursing or pre-nursing courses are required for admission to this chool.

ADMISSION REQUIREMENTS

DUCATIONAL REQUIREMENTS. During the first two years of ollege the applicant should select a program of general education hich contains a proportionate number of hours in courses related to ommunication, natural science, social science, and the humanities.

Courses *required* for transfer to the School of Nursing include:

Chemistry (including laboratory)	6–10 sem. hrs. (2 sem.)
Biology or Zoology (including laboratory)	6–10 sem. hrs. (2 sem.)
Psychology (general or introductory)	3 sem. hrs. (1 sem.)
Sociology (general or introductory)	3 sem. hrs. (1 sem.)

Courses suggested include anthropology, economics, English and literature, history, philosophy, languages, political science, appreciation, history or theory of art, and/or music.

Courses not accepted for transfer:

- Courses with content similar to those offered in the School of Nursing.
- *Science* courses, other than those required, unless the student presents more than sixty hours of credit.
- Health and Hygiene
- Music (instrumental or voice)
- Physical Education
- One-credit courses unless they are taught for two consecutive semesters and appear as a total of 2 credits on the transcript.

Students considering transfer to the School of Nursing should consult ith advisers in their college when they register in order to plan a rogram which will meet the admission requirements for this School. pplicants who have not met the course requirements but who have a ood record for two or more years of college, are encouraged to ontact the Director of Admission Relations. It may be possible, after a eview of credits earned, that arrangement can be made for courses to e taken during a summer session.

Knowledge of the basic sciences prepares the professional nursing student to make sound judgments when giving nursing care.

AGE REQUIREMENTS. Applicants are considered in light of their total qualifications.

HEALTH REQUIREMENTS. The results of a physical examination must be submitted at the time of application. A dental examination is required before admission. Inoculations are required within nine months prior to admission as follows: tetanus; typhoid fever; smallpox; diphtheria, if reaction to Schick test is positive; poliomyelitis (urged but not required).

PERSONAL QUALIFICATIONS. Candidates are selected whose credentials indicate good health, maturity, and ability to work with people. A personal interview is considered an important part of the application procedure. Effort is made to have the applicant meet with a member of the Committee on Admissions at the School in New York. If this is not practicable, a conference can often be arranged with an alumna or other qualified person living near the applicant's home or college.

APPLICATION

Application to the School of Nursing should be made by requesting the forms from the Registrar, Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021.

Applications are accepted as long as there are vacancies in the entering class. However, applicants are encouraged to submit their credentials during the second semester of the first year in college. If the credentials, including the psychometric test and a transcript covering one year of college work are satisfactory, *the applicant will be accepted and a place held for her pending satisfactory completion of the college courses and continued good health.*

REGULATIONS RELATING TO ACADEMIC ACHIEVEMENT

The established pattern of grading is based on a system of quality points with equivalent letter and percentage grades.

Quality Point	*Percentage Grade*	*Letter Grade*
3.5–4.0	90–100%	A (4.0)
2.5–3.4	80–89%	B (3.0)
1.5–2.4	70–79%	C (2.0)
0.5–1.4	60–69%	D (1.0)
0.0	below 59%	F (0.0)

The degree of Bachelor of Science in Nursing is awarded to students who have attained a cumulative quality point average of 2.0 and have no grade of F nor an Incomplete in any of the required courses in the nursing major.

A student may qualify for the Dean's List by attaining a cumulative average of 3.25 or better during a given semester.

Students who are in danger of receiving a grade of D or F in a course are notified at the midsemester, thus giving them the opportunity to seek guidance in their work during the remainder of the semester.

A student who receives a semester grade of F in a required course will be considered on an individual basis regarding her continuation in the school. A student who receives an I (Incomplete) in a course is expected to complete the course within one year unless a special plan has been established between the student and the faculty member. A student who does not attain the required cumulative average for a semester will remain in the school "on condition" for one semester. If, at the end of the semester, her cumulative average has not reached the level required for the semester she is registered for, she will be required to withdraw from the School.

The faculty of the School of Nursing reserve the privilege of retaining only those students who, in their judgment, satisfy the requirements of scholarship, health, and personal suitability for professional nursing. A student may be asked to withdraw without having been "on condition."

Parents and guardians do not receive regular notice of the student's grades. However, they are advised when a student is placed "on condition" or is asked to withdraw from the school.

A student is eligible for honorable withdrawal at any time she may elect to leave, if her academic and personal record meet the standards of the School, and if her financial record has been cleared in the Office of the Associate Dean.

DEGREE

The degree of Bachelor of Science in Nursing is granted by Cornell University. In order to qualify for the degree, the student must maintain

a cumulative average of 2.0 for the total program, and must have completed satisfactorily all of the theory and clinical laboratory outlined in this Announcement or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science in Nursing with Distinction, the only honorary designation granted by Cornell University. To qualify for this honor the student must have maintained a cumulative average of 3.25 and must possess personal characteristics consistent with effective professional practice.

STATE REGISTRATION FOR GRADUATES

Graduates of the School are urged to take the State Board examination for licensure which is administered by the Regents of the State of New York. Each graduate is expected to take the first examination for licensure which is administered after she has completed the program. Satisfactory completion of this examination classifies the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Registrar's office during the final semester the student is registered in the school.

GENERAL INFORMATION

SCHOOL GOVERNMENT

One rule governs the conduct of students in the School of Nursing: "A student is expected to show, both within and without the School, unfailing respect for order, morality, personal honor, and the rights of others." Through the Student Organization, students take responsibility for living according to this rule, which is construed as applicable at all times, in all places, to all students. The Student Organization sets up its own Executive Council, Judicial Council, and standing committees. A Faculty Committee on Student Affairs acts in an advisory capacity to the Student Organization and sponsors student-faculty meetings which provide for informal discussions of school activities and problems.

RESIDENCE

The School of Nursing is considered a resident school. Unless otherwise arranged with the School all unmarried students are expected to live in the Nurses' Residence. Each student is assigned to a single room which has the basic essentials of furniture and linen provided.

Since there is no residence designated for married students, each student who is married must assume the responsibility for finding living facilities in the metropolitan area.

If a student wishes to live with her family within the New York City community, she should make this request as part of her admission procedure *or* submit written request at any time after admission.

If a student wishes to live outside of the Residence under circumstances other than the above, either at the time of admission or after admission, she must make this request in writing. Her request must be accompanied by a letter from a parent or guardian indicating: *(a)* knowledge and approval of the plan to live outside, *(b)* approval of the apartment or room to be occupied, and *(c)* approval of the living companion (if any).

Each student who lives outside of the Residence must keep the Registar's office informed of her correct address and telephone number. She is expected to maintain a mailbox in the Nurses' Residence, which she is responsible for checking at least once each day. The *Student Handbook* should be checked for the details of rules governing students who live in the Residence and those who do not.

Facilities for personal laundry are available in the Residence. The school uniform is laundered at no charge through the hospital laundry service.

RECREATIONAL FACILITIES

Because the School believes that the education of young women today must include healthful social relationships, provisions have been made for the development of such relationships in the life of the student.

The residence room is a place for planning social activities with friends as well as a place to live and study.

The Social Committee of Student Organization is responsible for a full and varied social calendar, which includes such activities as dances, skating parties, coffee hours, and suppers. Other activities in which students may participate are the school paper, the yearbook, and a singing group known as the "Trebles." The Director of Student Relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

HEALTH SERVICES

Good health is of the utmost importance, and students have, readily available, a well-organized health service maintained in cooperation with the Personnel Health Service of the Center.

A physical examination by the School physician, a tuberculin test, and a chest X-ray are required upon admission. Subsequently, the student has either a chest X-ray or tuberculin test every six months, and another physical examination while in the School.

Students who are ambulatory, with short-term minor illnesses, may receive meals in their rooms in the Nurses' Residence on recommendation of the physician in Personnel Health Service. Medical supervision is provided through the Health Service. If students are more seriously ill, they are cared for on the floors of The New York Hospital within the limits of the Hospital's policy on admissions and bed usage. Hospitalization up to the amount of eight weeks for any one admission is provided. Elective surgery and dental work are not included and, if not taken care of before admission to the School, must be done during vacations. Expenses for private nurses, transfusions, and personal items are borne by the student. The School reserves the right to collect all benefits from hospitalization insurance carried by the student as partial payment for care.

If, in the opinion of the School authorities, the condition of a student's physical or emotional health makes it unwise for her to remain in the School, she may be required to withdraw, either temporarily or permanently, at any time.

COUNSELING SERVICES

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in her work in the School or in connection with special personal problems.

The objective of the counseling program is to make it possible for any student to obtain such guidance as she may require in any phase of her life while in the School of Nursing.

The Director of Student Relations assists students in every way possible in their educational, personal, and social adjustment. She also cooperates with the faculty in helping the students in these areas and

directs the students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

DRIVER'S LICENSE

Each student is expected to have a driver's license by the time she enters the public health nursing experience. It is suggested that this requirement be met before admission or no later than the summer vacation following the first year in the School.

EXPENSES

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, and deposits, and related charges for services provided by the School. The second category includes living costs and items of personal expense. In order to estimate your expenses please refer to the following table of estimated expenses.

ESTIMATED TOTAL EXPENSES

Although expenses, excluding tuition, fees, and room, vary for the individual student, the budget is estimated for those who plan to be resident students. Applicants and students who intend to become non-resident students should write to the Chairman, Financial Assistance Committee, for the commuting student's adjusted budget.

The following figures are for the academic year.

Item	*Estimate*
Tuition	$ 650
General Fee	175
Room	400
Meals	800
Books, supplies	150
Clothing, laundry, cleaning	200
Incidentals, recreation	220
Transportation (including vacations)	– –

Uniforms. In addition to the estimated budget, entering students should allow approximately $125 in their budget for uniforms, uniform shoes, and laboratory coats to be purchased during the third year. Additional uniform shoes will need to be purchased during the fourth and fifth year. Each student must plan for the purchase of these items in her individual budget. Fifth-year students should budget $50 to cover the rental of public health uniforms, graduation regalia, and the purchase of a white uniform and school cap.

FEES

Application Fee. (For applicants registered in a general education program.) A fee of $15 must accompany the application for first admission.

Transfer Fee. (For applicants registered in a baccalaureate nursing program.) A fee of $25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this school.

Reinstatement Fee. (For students previously registered in this school.) A fee of $10 will be charged to evaluate the record of a former student seeking to reregister in this school.

Acceptance Fee. A nonrefundable fee of $50 must be paid by each person at the time she is notified of her tentative acceptance in the school.

Special Fees:

Late Registration Fee. A fee of $5 is charged to each late registrant.

Tutoring Fee. A fee of $4 per hour is charged if a student requires faculty tutoring.

PAYMENT OF BILLS

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable within twenty days of the first day of each semester, unless special arrangements have been made with the school.

Students entering the school for the first time in the first semester of the third year will pay their bills on registration day. During the other semesters students will pay their bills either by mail as directed, or by going to the Cashier's Office, Main Hospital, 525 East 68th Street.

Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student leaves the school during the course of a semester. In this case, one-half of the amount of the grant is to be reimbursed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check in the Office of the Associate Dean. The proceeds of a loan must be applied first to school charges but may not be claimed as an exemption from the bill.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition and/or fee bill since the State prepares individual checks, which are payable to the student, and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and/or fees are due. When an extension of time for payment of part or all of the tuition and/or fees is granted, based on a New York State award, it is with the understanding that should the State for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

In order for a student to remain in good standing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangement made for the future repayment of loans.

REFUNDS

Part of the tuition and General Fee will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of 10% per week on all charges, as of the first day of the semester. No refund will be made after the mid-semester.

FINANCIAL ASSISTANCE

In general, students plan to meet the cost of their education by the use of previous earnings (savings and summer employment), present earnings (semester employment), and future earnings (loans). To the extent that it is possible, the parents are expected to contribute to the cost of a student's education.

The Cornell University–New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service by April 1 designating Cornell University–New York Hospital School of Nursing as one of the recipients. The Parents' Confidential Statement should be obtained from the College Scholarship Service, P. O. Box 176, Princeton, New Jersey 08540; or P. O. Box 1025, Berkeley, California 94704.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described in the next section of this Announcement. These are assigned on the basis of need rather than academic standing.

Loans are available from a fund established jointly by the School and the Federal Government under the terms of Part B of Public Law 88-581 Nurse Training Act of 1964. No more than $1,000 may be borrowed by a student during an academic year. To be eligible a student must intend to be enrolled full time and demonstrate the need for a loan. In addition, she must be a citizen or national of the United States, or have such immigration status and personal plans as to justify the conclusion that she intends to become a permanent resident of the United States.

Beginning with the second semester of the third year (first year in the nursing major), students may be employed in a variety of jobs in the Center and elsewhere. Students who receive part or all of their financial assistance as employees of the Division of Nursing Service of The New York Hospital, must present a slip signed by the chairman of the Financial Assistance Committee when seeking employment. Students who are employed by Nursing Service either as assistants or Licensed Practical Nurses must purchase white uniforms as the official school uniforms may not be worn during periods of employment.

APPLICATION FOR FINANCIAL ASSISTANCE. An entering student who will need financial assistance during her third year should return the Financial Assistance Application with her application form. This will be forwarded to the chairman of the Financial Assistance Committee. The Parents' Confidential Statement should be filed through

the College Scholarship Service by April 1 of the year the applicant anticipates her admission to the School of Nursing.

Students enrolled in the School who expect to register for the next academic year and who anticipate the need for any form of financial assistance, should make appointments to see the chairman of the Financial Assistance Committee between March 1 and March 15. All students receiving financial assistance will be seen by the chairman of the Committee during the fall semester to review their awards. Students who may or may not be receiving financial assistance and whose family situations change during an academic year should feel free to discuss their problems with the chairman of the Committee.

FINANCIAL ASSISTANCE ADMINISTERED BY THE SCHOOL

FUND OF THE COMMITTEE FOR SCHOLARSHIPS. A fund established and maintained by a committee of women interested in the School of Nursing, to assist young women who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

ALLSTATE FOUNDATION GRANT. A grant of $750 is made available to the School each year to assist a student throughout the program.

THE SWITZER FOUNDATION GRANT. A grant of $1,000 is made available to the School each year. This grant is intended to assist a student who is an American citizen living within fifty miles of New York City and who has financial need.

DAVISON/FOREMAN FOUNDATION GRANT. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

NORTH COUNTRY COMMUNITY ASSOCIATION SCHOLARSHIP. A scholarship of $600 given by the North Country Community Association, Glen Head, New York. The award is made to an entering student residing in Nassau, Suffolk, or Queens County, New York.

WOMAN'S FLORIST ASSOCIATION, INC. SCHOLARSHIP. Under a scholarship plan established in 1949 by the Woman's Florist Association, Inc., a nursing student who has satisfactorily completed one year of her nursing major is eligible for a scholarship not to exceed the sum of $100. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

CORNELL WOMEN'S CLUB OF NEW YORK. In the spring of the year a scholarship is made available by the group for the ensuing school year. It is awarded either to an entering student or a student enrolled in the School.

VIVIAN B. ALLEN SCHOLARSHIP FUND. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc., income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

JULIETTE E. BLOHME SCHOLARSHIP FUND. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the Class of 1922 through a gift of $6,000, the interest on which may be used in whole or in part each year.

SAMUEL J. MORITZ SCHOLARSHIP FUND. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

THE CHRISTIAN C. YEGEN SCHOLARSHIP FUND. Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University–New York Hospital School of Nursing.

EMMAJEAN STEEL FULLER FUND. This Fund, begun by the Class of 1952 in memory of Emmajean Steel Fuller, a former member of the Class, is available for an occasional scholarship.

FINANCIAL ASSISTANCE ADMINISTERED BY OUTSIDE SOURCES

NEW YORK STATE REGENTS SCHOLARSHIPS, GRANTS, AND LOANS

The following scholarships are available for residents of New York State. The applicant should apply through her high school principal while she is still a student in high school.

For more information on any of these, write to the State Education Department, University of the State of New York, Albany, New York 12224 requesting the leaflet *Opening the Door to College Study through the New York State Regents Scholarship Examination.*

REGENTS SCHOLARSHIPS FOR BASIC PROFESSIONAL EDUCATION IN NURSING. Amount, $200–$500 a year depending upon financial need, for a maximum of three years. Applicable only to period in the School of Nursing.

REGENTS COLLEGE SCHOLARSHIPS. Amount, $250–$700 a year depending upon financial need for a maximum of four years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS IN CORNELL. A tuition-reducing scholarship ranging in amount from $100 to $1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS. Amount, $450 a year for four years. Applicable to first two years of college and to period in the School of Nursing.

NEW YORK HIGHER EDUCATION ASSISTANCE CORPORATION sponsors a program through which students may obtain loans from local savings banks.

SCHOLAR INCENTIVE PROGRAM. Grants of $100–$300 yearly, depending on need and tuition paid, with minimum yearly grant of $100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and those who are presently in college and maintain satisfactory academic performance.

ARMED SERVICES

ARMY AND NAVY NURSE CORPS STUDENT PROGRAMS. Students in the Basic Nursing Program may apply for appointments in the Army Student Nurse Program at the beginning of the junior year, or the Navy Nurse Corps Candidate Program at the beginning of the senior year. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for twenty-four months. If two years of support has been given, the student serves thirty-six months.

PUBLIC HEALTH NURSING, NEW YORK STATE DEPARTMENT OF HEALTH SCHOLARSHIP PROGRAM

Students interested in public health nursing may be eligible for New York State Public Health scholarships. The scholarships are administered in the form of a tax-free stipend paid biweekly directly to the student during the senior year of the program in nursing.

To be considered, the applicant must be recommended to the State Department of Health by the faculty of the School. In addition she must be willing and able to accept full time employment for at least one year beginning within one month following graduation in a local official health unit exclusive of the five boroughs of New York City.

Applications are available at the school and should be filed early in the second semester of the fourth year.

FACILITIES FOR INSTRUCTION

The facilities of The New York Hospital–Cornell Medical Center provide the setting for most of the learning experiences offered to students in the School of Nursing. These include classrooms, laboratories, clinical services, and libraries, set in an environment which promotes a spirit of inquiry. Additional learning experiences are provided through observations and practice in other community agencies.

CLINICAL FACILITIES

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital comprises five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both inpatients and outpatients, but also with facilities for teaching, and for the conduct of research. Many specialized clinical services are therefore available which are seldom found within a single organization. The Hospital has 1,105 beds and 90 clinics. Approximately 35,000 patients are hospitalized and 47,000 treated as outpatients each year. The conduct of research in all clinical departments gives the student an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in many studies depends to no small degree on the accuracy with which the nurse carries out tests and procedures and observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of neurology and metabolism; urology; ear, nose, and throat disorders; plastic- and neurosurgery; ophthalmology; and a fracture service. The Lying-In Hospital has a capacity of 199 adults and 113 new-borns and provides for obstetric and gynecologic patients. Each year, nearly 4,500 babies are born in this Hospital. Since this Center was founded in 1932, over 100,000 babies have been born here.

The Department of Pediatrics includes 117 beds, with five floors for the care of infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offer opportunities for the nursing student to study the development and guidance of convalescent as well as sick children. All students have Nursery School experience. Here the student works with and observes the development of the well child and is thus better able to evaluate deviations in behavior which may accompany illness.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 109 patients, admitted from all socio-economic groups and from all over the world. It is an intensive treatment center for psychotherapy, and its staff and resources are unusual. The student, therefore, has an

Students and faculty of both the Nursing School and the Medical College share the facilities of the Samuel J. Wood Library.

opportunity to participate in the care of patients with a variety of psychiatric illnesses of all degrees.

The Outpatient Department with its ninety clinics provides opportunity for the study of a large number of patients who come for general health supervision, for diagnosis of disease, and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 235,000 patient visits are made to this Department. Students assist in diagnostic tests, in treatments, and in teaching self-care to patients. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of all experiences. Opportunity is provided for participation in the teaching of expectant parents through special classes and individual conferences and for study of the family approach to health maintenance and care of children.

The clinical experience in Chronic Disease and Rehabilitation Nursing is offered at Goldwater Memorial Hospital, Department of Hospitals, City of New York. Public Health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, and the Bureau of Public Health Nursing, New York City Health Department. These agencies provide opportunity for the student to learn the application of public health principles in both voluntary and official agencies.

Representatives of various governmental, voluntary, and coordinating agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and of community organization for human services.

THE LIBRARY

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of both the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photo-duplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

THE PROFESSIONAL CURRICULUM (Three Academic Years)

Courses in the first year of the nursing major (third year of college work) are primarily devoted to foundation materials from the natural and social sciences, and to the development of knowledge and basic skill related to the administration of general nursing care. The student gains a beginning understanding of the community organization and of resources and agencies which are commonly available to protect the health and well-being of citizens. She gives nursing care for short periods each week under the guidance of a faculty member. Throughout the year there are observations in a variety of agencies and institutions in and near the city. Visiting lecturers present content from special fields, and assigned projects provide a focus for the detailed study of health problems.

The clinical portion of the program begins intensively in the fourth year, and most courses are made up of two related parts — theory and practice. The practice, referred to as "clinical laboratory," usually occupies twenty hours a week. Because graduates of the program are prepared to provide nursing care in a variety of situations other than the hospital, there is emphasis throughout on disease prevention, health instruction, and rehabilitation. The student participates in conferences with practitioners from other professions, centering on the broad aspects of health care. She assists in the referral of patients who require nursing care after discharge from the hospital, and she has frequent contact with community agencies which are prepared to help provide such service.

During one semester the student is particularly concerned with maternal-child health, including the care of newborn babies and their mothers, and consideration of family relationships and problems. An opportunity is provided, in the same semester, to observe well children in their normal activities and to give care to sick children who are receiving therapy in the outpatient clinics or in units of the hospital. Course content is presented by nursing and medical faculties in the Departments of Obstetrics and Pediatrics.

During the other semester of the fourth year, the nursing needs of patients on medical and surgical services are explored. This course is presented through the combined efforts of the nursing and medical faculties in the Departments of Medicine and Surgery. Students care for selected patients in units of the hospital and observe the progress of certain patients who return to the Outpatient Department for continuing care.

In the fifth year, a course is presented in psychiatric nursing by the faculty of the Payne Whitney Psychiatric Clinic. Through this course the student has an opportunity to gain an understanding of the causes of mental illness and to develop a beginning ability to meet the nursing needs of the mentally ill. She is introduced to the theories underlying prevention of such illness and becomes cognizant of the

An important part of the professional program is to help the student develop an understanding of human behavior...

so she may foster productive relationships...

and respect the uniqueness of each individual.

newer methods of treatment. There are visits to other types of agencies in the community, such as a state mental hospital.

Other courses in the fifth year include public health nursing, outpatient nursing, and nursing in long-term illness. Practice takes place in the Outpatient Department of The New York Hospital, in a public health agency, and in centers which offer special rehabilitation programs for the chronically ill or handicapped.

Through the course, "Professional Leadership in Nursing Care," senior students have an opportunity to learn some of the special skills of group leadership, to consider the ways of improving patient care through application of sound administrative and supervisory techniques, and to gain experience in directing the work of other nursing personnel.

PROGRAM

Each student entering the school is expected to complete the entire professional program of eighty-eight semester hours of credit. Courses are presented only once each year — in the semester indicated unless starred (*). Starred courses are presented each semester.

The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing health needs of society or the best interests of the students and the School.

THIRD YEAR

FALL SEMESTER				SPRING SEMESTER			
Course No.		Course Title	Sem. Hrs. Cr.	Course No.		Course Title	Sem. Hrs. Cr.
101.		Dynamics of Human Life	2.0	105.	(I)	Social Science and Health[1]	1.0
130.		Anatomy-Histology	4.0	125.		Nutrition and Diet Therapy	2.0
131.		Physiology	4.0	132.		Microbiology	3.0
151.	(I)	Fundamentals of Nursing	7.0	140.		Body Changes in Disease	3.0
		TOTAL	17.0	152.	(II)	Fundamentals of Nursing	6.0
						TOTAL	15.0

[1] Social Science and Health is divided into two units with course credit given at the end of the second unit in the fourth year.

FOURTH YEAR

FALL SEMESTER				SPRING SEMESTER			
Course No.		Course Title	Sem. Hrs. Cr.	Course No.		Course Title	Sem. Hrs. Cr.
105.	(II)	Social Science and Health[1]	1.0	103.		*Growth and Development[3]	2.0
115.		*History and Trends in Professional Nursing[2]	2.0	145.		Principles of Epidemiology	2.0
253.		*Medical-Surgical Nursing	13.0	251.		*Maternity Nursing	6.0
		TOTAL	16.0	252.		*Pediatric Nursing	6.0
						TOTAL	16.0

FIFTH YEAR

FALL SEMESTER				SPRING SEMESTER			
Course No.		Course Title	Sem. Hrs. Cr.	Course No.		Course Title	Sem. Hrs. Cr.
360.		*Psychiatric Nursing	6.0	350.		Nursing Care in Extended Health Facilities	12.0
365.		*Professional Leadership in Nursing Care	6.0			TOTAL	12.0
		TOTAL	12.0				

[2] Students will register for "History and Trends" and "Medical-Surgical Nursing in the same semester."

[3] Students will register for "Growth and Development" in the same semester they register for Courses 251 and 252.

DESCRIPTION OF COURSES

NATURAL SCIENCES AND RELATED COURSES

125. NUTRITION AND DIET THERAPY

Normal adult nutrition. A study of the functions and food sources of nutrients. The nutritional needs of the individual and the factors which influence his intake are considered. Common diet modifications and their relationship to disease processes and therapy are studied. Emphasis is placed on the nurses' responsibility for the application of the science of nutrition. (Nutritional requirements in childhood and pregnancy are presented in Course 252, Pediatric Nursing and Course 251, Maternity Nursing respectively.)

Miss Erlander
Credit: 2.0 hours.

130. ANATOMY-HISTOLOGY

A study of the human body, its gross and microscopic structure. The regional approach is used.

Science Faculty
Credit: 4.0 hours.

131. PHYSIOLOGY

A study of the physiological systems, their interrelationships in maintaining the homeostatic adjustment of the body to environmental changes. Fundamental biochemical principles of metabolism, electrolytes, acid-base balance, blood and urine constituents are integrated.

Miss Miller and Science Faculty
Credit: 4.0 hours.

132. MICROBIOLOGY

General and pathogenic bacteriology with a survey of immunology and selected topics in parasitology.

Mrs. Stolar and Science Faculty
Credit: 3.0 hours.

140. BODY CHANGES IN DISEASE

Structural and functional changes that occur in diseases, including their manifestations. Prerequisites are Anatomy-Histology 130 and Physiology 131.

Miss Miller and Science Faculty
Credit: 3.0 hours.

145. PRINCIPLES OF EPIDEMIOLOGY

A study of the principles of epidemiology and the application of the scientific method to the investigation of health problems in the community. Biostatistical principles and their application and use are included. Emphasis is placed on the role of the nurse in the epidemiologic investigation.

Miss Schwartz
Credit: 2.0 hours.

SOCIAL SCIENCES AND RELATED COURSES

101. THE DYNAMICS OF HUMAN LIFE

An introductory course designed to provide a broad foundation for the understanding of the dynamics of human life. Contemporary findings from the life sciences, natural sciences, and the humanities are united to provide a conceptual framework for perceiving the individual as a unified and integrated whole. The major emphasis is upon adaptation as a growth process and principles which can be generalized to apply to biological behavior, personality and growth, and learning.

Miss Angelus
Credit: 2.0 hours.

103. GROWTH AND DEVELOPMENT

Growth of the individual is studied from the viewpoint of physical, mental, emotional, and social development. Experience with children of varying age groups is provided.

Pediatric Nursing Faculty
Credit: 2.0 hours.

105. (I-II) SOCIAL SCIENCE AND HEALTH

Presented in two units. Deals with the social, psychological, and cultural approach to problems of health and illness. Attention is focused upon concepts and methods of the social sciences that have particular relevance for total patient care.

Mrs. Macgregor
Credit: 2.0 hours.

115. HISTORY AND TRENDS IN PROFESSIONAL NURSING

Designed to explore current trends in nursing based on an understanding of historical events that have contributed to the present status, and to develop a perspective which will facilitate professional development.

Mrs. Kelly and Miss Sanders
Credit: 2.0 hours.

NURSING COURSES

151–152. (I-II) FUNDAMENTALS OF NURSING

Extends throughout the third year and provides a foundation for all clinical nursing courses. In the first semester the student considers the basic needs of people in health and learns how these needs are met during illness. She gains a beginning understanding of the principles underlying diagnostic and therapeutic measures and develops beginning skill in basic nursing activities. In the second semester, opportunity is provided for developing deeper understanding and skill in the components of professional nursing; included is study of the community structure as it pertains to health and the relationship of this structure to nursing. There are increasing periods of laboratory experience on the patient units during the year.

Miss Fray, Chairman, and Faculty
Credit: 151. (first semester) 7.0 hours
152. (second semester) 6.0 hours.

251. MATERNITY NURSING

The biological and social sciences are drawn upon in formulating principles

basic to nursing care of mother and infant as members of a family and in developing an understanding of the emotional aspects of the maternity cycle as a whole.

Mrs. Strickland, Chairman, and Faculty
Credit: 6.0 hours.

252. PEDIATRIC NURSING

Presentation of the principles and practice of nursing care of children, based on developmental patterns from birth through adolescence; biological, psychological, and cultural factors are considered as they influence child-parent-nurse relationships in nursing care and in treatment. Guided experiences on inpatient and outpatient units.

Miss Glass, Chairman, and Faculty
Credit: 6.0 hours.

253. MEDICAL-SURGICAL NURSING

The student is guided in relating knowledge of disease processes to the mode of therapy and in developing ability to provide care in terms of individual needs. The various dimensions of the nursing role in the recognition, prevention, and treatment of disease, and in health teaching, supportive care, and preparation for rehabilitation are considered. The student gains experience in the nursing care of patients with common medical and surgical diseases.

Mrs. Helfferich, Chairman, and Faculty
Credit: 13.0 hours

350. NURSING CARE IN EXTENDED HEALTH FACILITIES

Encompasses the philosophy and trends of community health care. Designed to assist the student to assume current professional responsibility for meeting the immediate and long-term needs of selected patients whose problems necessitate a comprehensive community approach. Laboratory experience is provided in public health nursing, chronic disease and rehabilitation nursing, and the nursing care of the outpatient.

Faculty from: Public Health Nursing, Chronic Disease and Rehabilitation Nursing, and Outpatient Nursing

Credit 12.0 hours.

360. PSYCHIATRIC NURSING

Study of the dynamics of the disturbed behavioral patterns and the psychotherapeutic role of the nurse. The primary focus is etiology, treatment, and prevention of psychiatric illness in both hospital and community. The student develops her understanding of dynamics and its utilization in nursing practice through planned participation in the care and treatment of individuals and groups of patients.

Miss Keith and Miss Madamba
Credit: 6.0 hours.

365. PROFESSIONAL LEADERSHIP IN NURSING CARE

Designed to assist the senior student in developing those characteristics of leadership necessary in planning and implementing individualized nursing care for a group of patients using the skills and abilities of various levels of professional and auxiliary nursing personnel.

Miss Sanders and Mrs. Franck
Credit: 6.0 hours.

The professional nursing student has the responsibility for developing skill in providing physical care.

PERSONNEL

ADMINISTRATION

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Dale R. Corson, University Provost
Mark Barlow, Jr., Vice President for Student Affairs
John E. Burton, Vice President – Business
Lewis H. Durland, University Treasurer
W. Keith Kennedy, Vice Provost
Franklin A. Long, Vice President for Research and Advanced Studies
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Arthur H. Peterson, University Controller
Robert L. Sproull, Vice President for Academic Affairs
Neal R. Stamp, Secretary of the Corporation, and University Counsel

The New York Hospital–Cornell Medical Center

E. Hugh Luckey, M.D., President

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Muriel R. Carbery, M.S., R.N., Dean

Ruth Lundt Kelly, Ed.D., R.N., Associate Dean

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EMERITUS PROFESSORS

Virginia M. Dunbar, M.A., R.N., Professor Emeritus of Nursing and Dean Emeritus

Verda F. Hickox, M.A., R.N., Professor Emeritus of Obstetrics and Gynecologic Nursing

Mary Klein, M.A., R.N., Professor Emeritus of Surgical Nursing

Margery T. Overholser, M.A., R.N., Professor Emeritus of Public Health Nursing

Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing

Veronica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing

Henderika J. Rynbergen, M.S., Professor Emeritus of Science

Agnes Schubert, M.S., R.N., Professor Emeritus of Pediatric Nursing

PROFESSORS

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Associated with the Faculty

ASSISTANTS IN INSTRUCTION

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Administrative and Supervisory Staff (Patient Services)

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Carolyn Diehl, M.D., School Physician
Ena Stevens-Fisher, R.N., Supervisor

NURSERY SCHOOL

Eleanor Landsmann, M.A., Director, Pediatric Recreation Department

NUTRITION DEPARTMENT

Esther Mackereth, B.S., Director

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Margaret Stewart, O.T.R., Director, Occupational Therapy, Psychiatry
Grace Newberg, B.A., Director, Recreational Therapy, Psychiatry

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Grace M. McFadden, Director, Bureau of Public Health Nursing, New York City Health Department (and Staff)

Goldwater Memorial Hospital, Department of Hospitals, City of New York

Dolly M. Craven, R.N., Director of Nursing (and Staff)

Cooperating Groups

ADVISORY COMMITTEE ON PRE-NURSING STUDENTS ON THE ITHACA CAMPUS

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Mrs. Ann Rogers, Assistant Director, Placement Service (Women's Placement)

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Jean Failing, Professor of Home Economics, Chairman of Counseling Service

College of Arts and Sciences

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F. G. Marcham, Professor of History
F. Dana Payne, Associate Dean, College of Arts and Sciences

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Office of Admissions

Robert Storandt, Director of Admissions Procedures

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Frances McCormick, Assistant Professor (Counseling)

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Ruth Ernest Helfferich '51, President

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Mrs. Maurice J. Fitzgerald, President

STUDENTS IN THE SCHOOL

CLASS OF 1968

Name	*Address*	*Transferred from:*
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Allis, Elizabeth Ruth	Wallingford, Pa.	Connecticut College
Beinecke, Ann	Short Hills, N.J.	Green Mountain College
Bernitt, Catherine Carmela	Jamaica, N.Y.	St. John's University
Bingham, Alison Smith	Owego, N.Y.	Cornell University
Biro, Barbara Suzanne	Bethlehem, Pa.	Penn State University
Blum, Sharon Lee	Rochester, N.Y.	Hope College
Brown, Penelope Payne	Cleveland, Ohio	Wittenberg University
Buczak, Andrea Christine	Elizabeth, N.J.	Douglass College
Buchholz, Susan Pyrtek	West Hartford, Conn.	Colby Junior College
Burt, Joy Margaret	Ellwood City, Pa.	Allegheny College
Carswell, Janet Elizabeth	Dover, N.H.	University of New Hampshire
Daly, Joan Frances	Silver Spring, Md.	Montgomery Junior College
Denton, Jean Margaret	Glendale, N.Y.	Houghton College
Dierks, Virginia Susan	Pelham Manor, N.Y.	Western College for Women
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Edgar, Karen Anne	Basking Ridge, N.J.	Westminster College
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Farber, Deborah Brooks	Baltimore, Md.	Briarcliff College
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Flakoll, Marsha Meyer	Nutley, N.J.	Wittenberg University
Flood, Kathleen Mary	Wilmington, Del.	University of Massachusetts
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Gordon, Ronnie Lee	Pearl River, N.Y.	Western Reserve University
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Harder, Mary Ann	Marshalltown, Iowa	Wheaton College
Haynes, Rosemary Margaret	Brooklyn, N.Y.	Brooklyn College
Hayunga, Jean Elizabeth	Clara City, Minn.	Mankato State College
Hill, Cynthia	Oreland, Pa.	Ursinus College
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Hustad, Donna Ruth	LaGrange, Ill.	Houghton College
Huyck, Constance Ann	Mohawk, N.Y.	Green Mountain College
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Kennedy, Maureen Ann	Flushing, N.Y.	St. John's University
Kenney, Susan Anne	Dedham, Mass.	College of New Rochelle
Kenny, Sister Geraldine	Ossining, N.Y.	Mary Rogers College
King, Phyllis Krupnick	New York, N.Y.	City College of New York
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Maakestad, Margit Joy	Brooklyn, N.Y.	Augsburg College
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Milligan, Grace Ann	Pittsburgh, Pa.	Wittenberg University
Morris, Susan Jane	Alliance, Ohio	Colby Junior College
Moulthrop, Lorraine Patricia	Pitman, N.J.	Douglass College
Mueller, Helene Singleton	New York, N.Y.	Centenary College
Nardella, F. Victoria	Rochester, N.Y.	Cornell University
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Pruiksma, Ruth Ann	Paterson, N.J.	Calvin College
Relles, Ellen Heimoff	Teaneck, N.J.	Wheaton College
Rhoades, Jeanne Marie	Emerson, N.J.	Manchester College
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Squires, Susan Pearce	Washington, D.C.	Colby Junior College
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Flanagan, Mary	South Portland, Me.	Concordia Junior College
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Name	*Address*	*Transferred from:*
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Kelly, Karen Eloise	Groton, N.Y.	Hartwick College
Kennedy, Kathleen May	Kent, Conn.	Colby Junior College
Kennelly, Robin Burgess	Southampton, N.Y.	Endicott Junior College
Kleinfeld, Marian Claire	Brooklyn, N.Y.	State University at Stony Brook
Larson, Lisa Lynn	Cresskill, N.J.	Douglass College
Laura, Loralee Antoinette	New Rochelle, N.Y.	Concordia Junior College
Lehman, Judith Ann	Quakertown, Pa.	Ursinus College
Lieb, Dawn Bette	Parlin, N.J.	Douglass College
Loperfido, Carol Ann	Eastchester, N.Y.	College of Mount St. Vincent
Loudenslager, Karen Frances	Altoona, Pa.	St. Francis College
Lyon, Diane Lee	Ithaca, N.Y.	Cornell University
Marschhausen, Joan Ellen	Loring AFB, Me.	Concordia Junior College
Martin, Janice Swift	Lancaster, Pa.	Beloit College
Mason, Joan Adele	Peekskill, N.Y.	Alfred University
McDonald, Breda Ann	New York, N.Y.	College of Mount St. Vincent
McGillis, Sister Mary Alice Elizabeth	Dobbs Ferry, N.Y.	Mercy College
McKinney, Sister Mary Kateri	Dobbs Ferry, N.Y.	Mercy College
McLaren, Marjorie Kay	Ithaca, N.Y.	Cornell University
Monger, Patricia	Lancaster, Ohio	Bradford Junior College
Mulvihill, Theresa	Hackettstown, N.J.	Centenary College
Oshry, Elizabeth Lawrence	Newton, Mass.	Northeastern University
Phipps, Martha Elizabeth	Baldwin, N.Y.	Wagner College
Probasco, Carol Ann	Lebanon, Pa.	Juniata College
Quick, Sharon Louise	Kerhonkson, N.Y.	Eastern Michigan University
Quimby, Marcia Logan	Farmington, Conn.	Colby Junior College
Ramsland, Susan Elizabeth	West Orange, N.J.	The King's College
Raymond, Mary Kathleen	Albany, N.Y.	College of St. Rose
Richards, Diane E.	New York, N.Y.	Packer Collegiate Institute Junior College
Robertson, Carol Ann	Ford City, Pa.	Allegheny College
Roncoli, Marianne Therese	New York, N.Y.	Ursuline College
Roper, Karen Elizabeth	Coatesville, Pa.	Cedar Crest College
Rosenberg, Robin Beth	Florida, N.Y.	Fairleigh Dickinson University
Sacks, Donna Charlene	Woxall, Pa.	The King's College
Scheibel, Joan Frances	Montclair, N.J.	College of Mount St. Vincent
Shultz, Joanne Alice	Collingswood, N.H.	Houghton College
Shultz, Joyce Margaret	Collingswood, N.J.	Houghton College
Sinninger, Sue Ann	Logansport, Ind.	Stephens College
Smith, Susan Evelyn	Mineola, N.Y.	Mary Washington College
Smythe, Emily Elizabeth Michele	Winter Haven, Fla.	Colby Junior College
Sterling, Jill Pettinger	New York, N.Y.	Keuka College
Taylor, Cynthia Ann	Danbury, Conn.	Bethany College
Tilton, Sylvia Lane	Holcomb, N.Y.	Houghton College
Tompkins, Brenda Lee	New Fairfield, Conn.	Briarcliff College
Vegerita, Ruth Ellen	Hawthorne, N.J.	Centenary College
Webster, Barbara Russell	Boston, Mass.	University of Massachusetts
Weckesser, Elizabeth Ann	Shaker Heights, Ohio	Western College for Women
Werner, Mary Kathryn	Beach Haven, N.J.	Bucknell University
Westerberg, JoAnne	Brooklyn, N.Y.	The King's College
Wetherell, Martha Elizabeth	Orange, N.J.	University of Delaware
Whitaker, Margaret Starbuck	Portsmouth, N.H.	Colby College

Name	*Address*	*Transferred from:*
Wisloski, Joanne	Hackettstown, N.J.	Centenary College
Wolcott, Shirley Mae	Buffalo, N.Y.	Houghton College
Wolff, Jeanne Elizabeth	Hohokus, N.J.	Douglass College
Woodward, Martha Sue	Caldwell, N.J.	Houghton College
Wootten, Sister Paula Marie	Dobbs Ferry, N.Y.	Mercy College
Woske, Edith Helene	Flemington, N.J.	Douglass College
Zangas, Nancy Louise	Huntington, N.Y.	C. W. Post College

REQUEST FOR INFORMATION OR APPLICATION

It is desirable that prospective applicants enroll with the School as early as possible so that they may receive assistance in planning their programs in high school and college to gain the best possible background preparatory to entering the School of Nursing.

To receive information, fill out and return the form below. (The writer should include her zip code.)

Registrar
Cornell University–New York Hospital School of Nursing
1320 York Avenue, New York, New York 10021

Please place my name on your mailing list so that I may receive information which will help me in planning my high school and college preparation for nursing school entrance.

Name .....

Address .....

.....

Date of Birth .....

High School: name and location .....

.....

Date diploma received or expected .....

College: name and location .....

.....

Date on which I expect to have completed at least two years of college...

..... 19.....

(If you are in college) Please send me an application blank .....

FORM OF BEQUEST

Gifts or bequests to the School of Nursing may be made either to the Hospital or to the University with a request that they be used for the School of Nursing, as follows:

"I give and bequeath to The Society of The New York Hospital [or *I give and bequeath to Cornell University*] *the sum of $..... for the Cornell University–New York Hospital School of Nursing."*

If it is desired that a gift to the School of Nursing shall be made in whole or in part for any specific purpose in the program of the School, such use may be specified.

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CORNELL UNIVERSITY ANNOUNCEMENTS

The Cornell Announcements are designated to give prospective students and others information about the University. The prospective student should have a copy of the General Information Announcement; after consulting that, he may wish to write for one or more of the following Announcements:

New York State College of Agriculture; College of Architecture, Art, and Planning; College of Arts and Sciences; School of Education; College of Engineering; New York State College of Home Economics; School of Hotel Administration; New York State School of Industrial and Labor Relations; Center for International Studies; Officer Education (ROTC); Summer Session.

Undergraduate preparation in a recognized college or university is required for admission to the following Cornell divisions, for which Announcements are available:

Graduate School, Law School, Medical College, Graduate School of Medical Sciences, Cornell University–New York Hospital School of Nursing, Graduate School of Nutrition, New York State Veterinary College, Graduate School of Business and Public Administration.

Requests for the publications listed
above may be addressed to
CORNELL UNIVERSITY ANNOUNCEMENTS
Edmund Ezra Day Hall, Ithaca, New York 14850

(The writer should include his zip code.)

GO AND DO THOU LIKEWISE
NEW YORK HOSPITAL
CORNELL UNIVERSITY
FOUNDED BY EZRA CORNELL

Cornell University

ANNOUNCEMENTS

Cornell University–New York Hospital

School of Nursing

1968-69

CORNELL UNIVERSITY ANNOUNCEMENTS

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Cornell University

Cornell University–New York Hospital

School of Nursing

1968-69

1320 York Avenue
New York, New York 10021

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CORNELL UNIVERSITY-NEW YORK HOSPITAL SCHOOL OF NURSING

PROGRAM I

Educational Requirements for Class Entering in September 1969

Total of 60 semester hours of credit prior to admission.

Specific Courses required:

Chemistry	6-10 semester hours (2 semesters)
Biological Science	6-10 semester hours (2 semesters)
Psychology	3 semester hours (1 semester)
Sociology	3 semester hours (1 semester)

Educational Requirements for Class Entering after September 1969

Total of 60 semester hours of credit prior to admission.

Distribution of Courses:

Communications	6 semester hours (Composition, Speech)
Humanities	30 semester hours (Art, History, Language, Literature, Music, Philosophy, Religion)
Science	12 semester hours (Mathematics, Physics, Biological Science*, Chemistry*)
Social Science	12 semester hours (Sociology - 3 credits, Psychology - 3 credits, Political Science, Anthropology, Economics)

*If the applicant has not had a full year of biology and/or chemistry in High School then college level courses in biology and/or chemistry must be taken to satisfy the science requirement.

Effective with the Fall Term 1969 for all students now in the School (or entering) there will be an increase in the tuition and fees previously listed in the bulletin (1968-1969 Announcement). The new charges for the academic year are as follows:

Tuition	$850.00
General Fee	$300.00*

We anticipate no change in the estimated charges for the other expense items listed on Page 18 of the 1968-1969 Announcement.

Muriel R. Carbery
Dean, School of Nursing

*Includes a charge for hospitalization insurance which is subjected to change according to the rate structure of Associated Hospital Service of New York.

Academic Calendar

1968–69

Faculty Reception,	
Parents and Students, Class of 1971, 2-4 P.M.	S, Sept. 15
Orientation, Class of 1971	M, Sept. 16
Registration, all classes, 1-4 P.M.	T, Sept. 17
Fall term instruction begins, all classes	W, Sept. 18
Opening Convocation, 7 P.M.	T, Oct. 1
Midsemester grades due, 5 P.M.	F, Nov. 15
Instruction suspended, 1:10 P.M.	W, Nov. 27
Thanksgiving recess	
Instruction resumed, 7:30 A.M.	M, Dec. 2
Instruction suspended	S, Dec. 21
Christmas recess	
Instruction resumed	M, Jan. 6
Fall term instruction ends	T, Jan. 21
Final examinations begin	W, Jan. 22
Final examinations end, 5 P.M.	F, Jan. 24
Midyear recess	S, Jan. 25
Registration, all classes 1-4 P.M.	M, Feb. 3
Spring term instruction begins, all classes	T, Feb. 4
Instruction suspended	S, Mar. 29
Spring recess	
Instruction resumed, 7:30 A.M.	M, Apr. 7
Midsemester grades due, 5 P.M.	W, Apr. 9
Spring term instruction ends	M, May 26
Final examinations begin	T, May 27
Final examinations end, 5 P.M.	F, May 30
Convocation and Commencement	T, June 3

The New York Hospital-Cornell Medical Center, at 68th Street and th East River, covers three city blocks (68th to 71st Streets) and includes Th New York Hospital, the Cornell Medical College, and the Cornell University New York Hospital School of Nursing.

Cornell University-New York Hospital School of Nursing

HISTORY OF THE SCHOOL

The Cornell University–New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing, one of the earliest nursing schools in the country. The School is part of The New York Hospital–Cornell Medical Center, which includes also the Cornell University Medical College and the various adjoining buildings of The New York Hospital extending from 68th to 71st Streets on the East River.

The Center is a joint undertaking of The Society of The New York Hospital and Cornell University, committed to a fourfold purpose in (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and (4) promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country, its Royal Charter having been granted in 1771, in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled, and on early maps the location was designated simply as "the Hospital."

Cornell University with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted much thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the State of New York had received a substantial land grant, under the Morrill Act of 1862, for

the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864–65, a young senator named Andrew D. White, later to become the first president of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients; in 1799 Dr. Valentine Seaman, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of The Society of The New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the present Medical Center was opened in 1932.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program to keep pace with these needs. Today, the work of the professional nurse requires much more self-direction and leadership ability than in the past and, in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

The Cornell University–New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

PHILOSOPHY AND OBJECTIVES

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

The Philosophy

Professional nursing includes activities related to the care of the sick, the promotion of health, the prevention of disease, and rehabilitation following disability. It is an integral part of total health care and is planned and administered in cooperation with medical, educational, and welfare services. The professional nurse has a responsibility for providing physical care, emotional support, and health teaching to individuals and to groups in many different settings, i. e., the hospital, the school, the home, and industry. In keeping with the spirit of dedication to the service of society, she respects the uniqueness, the dignity, and the rights of each individual.

The program of the School has as its aim the preparation of professional nurses who can meet these responsibilities, and who possess specific knowledge and skill, developed through an educational discipline in the humanities and the natural, social, and medical sciences. The faculty accepts the responsibility for selecting and organizing learning experiences which will give each graduate resources upon which she can draw both personally and professionally throughout her life.

The student is introduced to high standards of competence and conduct and at graduation is expected to possess the knowledge, manual dexterity, and communication skills which can bring comfort to her patients, confidence to her co-workers, and guidance to auxiliary personnel. As a new practitioner she is prepared to function effectively under supervision in beginning positions in nursing, recognizing that she must continue to improve and extend her skills and expand her knowledge to meet fully all responsibilities in the field of her choice.

With further experience and study, the graduate may build upon this basic professional foundation to become an expert practitioner in an area of clinical specialization, or she may choose to prepare herself in such fields as teaching, administration, or research.

The Objectives

In keeping with the philosophy, the admission requirements and the curriculum of the School have been set up to help each student make a sound beginning in—

- *professional competence* and *technical skill* based on reasoned judgment.
- the *development of a system of values* which will make the well-being of others the pivotal factor in determining her professional actions.
- the *use of resources* through which she may keep abreast of new knowledge and may extend that with which she has some familiarity.
- the *understanding of human behavior,* her own and others, so that she can initiate and foster productive relationships and can appreciate and respect the uniqueness of each individual.

the *awareness of the place of professional nursing in today's society*, of her opportunities and responsibilities as a member of that profession; of the need to interpret this to others.

ACCREDITATION

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

ADMISSION

GENERAL STATEMENT. Students who have completed a minimum of sixty semester hours in a college of Cornell University, are in good standing, and meet health requirements may be admitted to the nursing major offered in New York City. Students may transfer to the School of Nursing after satisfactorily completing a minimum of sixty semester hours in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools. Selection of an institution in which to enroll for the first two years of college is not dependent upon its offering a pre-nursing program. No nursing or pre-nursing courses are required for admission to this School.

ADMISSION REQUIREMENTS

EDUCATIONAL REQUIREMENTS. During the first two years of college the applicant should select a program of general education which contains a proportionate number of hours in courses related to communication, natural science, social science, and the humanities.

Courses *required* for transfer to the School of Nursing include:

Chemistry (including laboratory)	6–10 sem. hrs. (2 sem.)
Biology or Zoology (including laboratory)	6–10 sem. hrs. (2 sem.)
Psychology (general or introductory)	3 sem. hrs. (1 sem.)
Sociology (general or introductory)	3 sem. hrs. (1 sem.)

Courses suggested include anthropology, economics, English and literature, history, philosophy, languages, political science, and appreciation, history or theory of art, and/or music.

Courses not accepted for transfer:

Courses with content similar to those offered in the School of Nursing.

Science courses, other than those required, unless the student presents more than sixty hours of credit.

Health and Hygiene

Music (instrumental or voice)

Physical Education

One-credit courses unless they are taught for two consecutive semesters and appear as a total of 2 credits on the transcript.

Students considering transfer to the School of Nursing should consult with advisers in their college when they register in order to plan a program which will meet the admission requirements for this School. Applicants who have not met the course requirements but who have a good record for two or more years of college are encouraged to contact the Director of Admission Relations. It may be possible, after a review of credits earned, that arrangement can be made for courses to be taken during a summer session.

Knowledge of the basic sciences prepares the professional nursing student to make sound judgments when giving nursing care.

AGE REQUIREMENTS. Applicants are considered in light of their total qualifications.

HEALTH REQUIREMENTS. The results of a physical examination including a record of immunizations must be submitted at the time of application. A dental examination is required before admission.

PERSONAL QUALIFICATIONS. Candidates are selected whose credentials indicate good health, maturity, and ability to work with people. A *personal interview is considered an important part of the application procedure.* Effort is made to have the applicant meet with a member of the Committee on Admissions at the School in New York. If this is not practicable, a conference can often be arranged with an alumna or other qualified person living near the applicant's home or college.

APPLICATION

Application to the School of Nursing should be made by requesting the forms from the Registrar, Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021.

Applications are accepted as long as there are vacancies in the entering class. However, applicants are encouraged to submit their credentials during the second semester of the first year in college. If the credentials, including the psychometric test and a transcript covering one year of college work are satisfactory, the applicant will be accepted and a place held for her pending satisfactory completion of the college courses and continued good health.

REGULATIONS RELATING TO ACADEMIC ACHIEVEMENT

The established pattern of grading is based on a system of quality points with equivalent letter and percentage grades.

Quality Point	*Percentage Grade*	*Letter Grade*
3.5–4.0	90–100%	A (4.0)
2.5–3.4	80–89%	B (3.0)
1.5–2.4	70–79%	C (2.0)
0.5–1.4	60–69%	D (1.0)
0.0	below 59%	F (0.0)

The degree of Bachelor of Science in Nursing is awarded to students who have attained a cumulative quality point average of 2.0 and have no grade of F nor an Incomplete in any of the required courses in the nursing major.

A student may qualify for the Dean's List by attaining a cumulative average of 3.25 or better during a given semester.

Students who are in danger of receiving a grade of D or F in a course are notified at the midsemester, thus giving them the opportunity to seek guidance in their work during the remainder of the semester.

A student who receives a semester grade of F in a required course will be considered on an individual basis regarding her continuation in the school. A student who receives an I (Incomplete) in a course is expected to complete the course within one year unless a special plan has been established between the student and the faculty member. A student who does not attain the required cumulative average for a semester will remain in the school "on condition" for one semester. If, at the end of the semester, her cumulative average has not reached the level required for the semester she is registered for, she will be required to withdraw from the School.

The faculty of the School of Nursing reserve the privilege of retaining only those students who, in their judgment, satisfy the requirements of scholarship, health, and personal suitability for professional nursing. A student may be asked to withdraw without having been "on condition."

Parents and guardians do not receive regular notice of the student's grades. However, they are advised when a student is placed "on condition" or is asked to withdraw from the school.

A student is eligible for honorable withdrawal at any time she may elect to leave if her academic and personal record meet the standards of the School and if her financial record has been cleared in the Office of the Associate Dean.

A committee composed of three members of the faculty from each year of the program and the Associate Dean meets at least two times each year to review the academic records of students in the school. This committee recommends to the Faculty the promotion of all students as well as the candidates for the degree of Bachelor of Science in Nursing.

It is the responsibility of this committee to recommend students for the Dean's List and the members of the graduating class who will receive their degrees "With Distinction".

The record of any student whose suitability for nursing is questioned, or whose cumulative average does not meet the minimal standards of the School, is reviewed by this committee. The student may be seen by either his academic adviser or the Associate Dean in order to establish a plan for her future.

The minimal cumulative averages for satisfactory progression in the school are as follows:

Semester	*Cumulative Average*
1st	1.5
2nd	1.7
3rd	1.8
4th	2.0
5th	2.0
6th	2.0

SIGMA THETA TAU

In 1968 the school received a charter for the Alpha Upsilon Chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. Finally, it is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the honor society.

Students who have completed one half of the nursing major with a cumulative average of 3.0 or better are considered for induction. In addition to demonstrated superior scholastic achievement a candidate must give evidence of professional leadership potential and possess desirable personal qualifications.

DEGREE

The degree of Bachelor of Science in Nursing is granted by Cornell University. In order to qualify for the degree, the student must have attained a minimum cumulative average of 2.0 for the total program and must have completed satisfactorily all of the theory and clinical laboratory outlined in this *Announcement* or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science in Nursing with Distinction. To qualify for this honor the student must have maintained a cumulative average of 3.25 and must possess personal characteristics consistent with effective professional practice.

STATE REGISTRATION FOR GRADUATES

Graduates of the School are urged to take the State Board examination for licensure which is administered by the Regents of the State of New York. Each graduate is expected to take the first examination for licensure which is administered after she has completed the program. Satisfactory completion of this examination classifies the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Registrar's office during the final semester the student is registered in the school.

GENERAL INFORMATION

SCHOOL GOVERNMENT

One rule governs the conduct of students in the School of Nursing: "A student is expected to show, both within and without the School, unfailing respect for order, morality, personal honor, and the rights of others." Through the Student Organization, students take responsibility for living according to this rule, which is construed as applicable at all times, in all places, to all students.

RESIDENCE

The School of Nursing is considered a resident school. Unless otherwise arranged with the School all unmarried students are expected to live in the Nurses' Residence. Each student is assigned to a single room which has the basic essentials of furniture and linen provided.

Since there is no residence designated for married students, each student who is married must assume the responsibility for finding living facilities in the metropolitan area.

If a student wishes to live with her family within the New York City community, she should make this request as part of her admission procedure *or* submit written request at any time after admission.

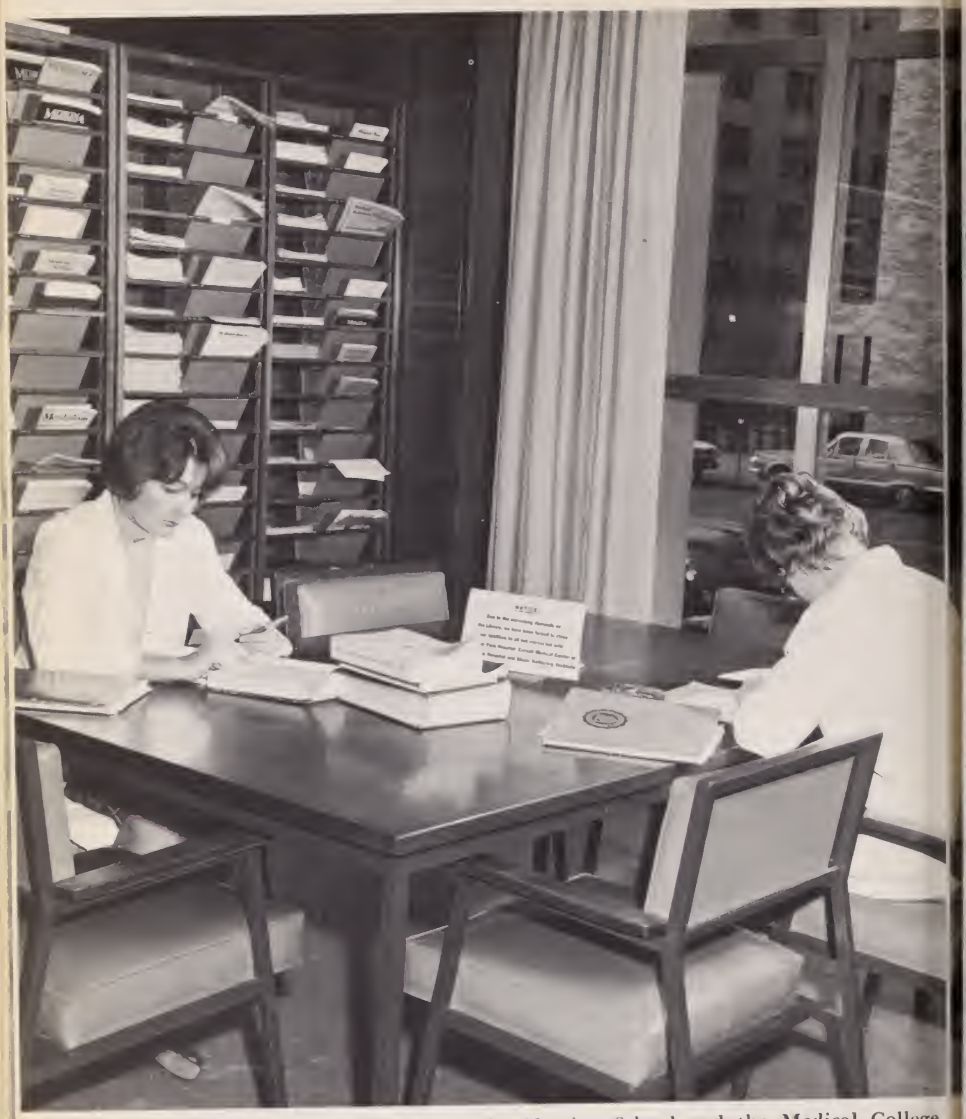
If a student wishes to live outside of the Residence under circumstances other than the above, either at the time of admission or after admission, she must make this request in writing. Her request must be accompanied by a letter from a parent or guardian indicating: *(a)* knowledge and approval of the plan to live outside, *(b)* approval of the apartment or room to be occupied, and *(c)* approval of the living companion (if any).

Each student who lives outside of the Residence must keep the Registrar's office informed of her correct address and telephone number. She is expected to maintain a mailbox in the Nurses' Residence, which she is responsible for checking at least once each day. The *Student Handbook* should be checked for the details of rules governing students who live in the Residence and those who do not.

Facilities for personal laundry are available in the Residence. The school uniform is laundered at no charge through the hospital laundry service.

RECREATIONAL FACILITIES

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.



Students and faculty of both the Nursing School and the Medical College share the facilities of the Samuel J. Wood Library.

A Social Committee is responsible for a full and varied social calendar, which includes such activities as dances, skating parties, coffee hours, and suppers. Other activities in which students may participate are the school paper, the yearbook, and a singing group known as the "Trebles." The Director of Student Relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

HEALTH SERVICES

Good health is of the utmost importance, and students have, readily available, a well-organized health service maintained in cooperation with the Personnel Health Service of the Center.

A physical examination by a physician from the Personnel Health Service, a tuberculin test, and a chest x ray are required upon admission. Subsequently, the student has either a chest x ray or tuberculin test every six months, and another physical examination while in the School.

Students who are ambulatory, with short-term minor illnesses, may receive meals in their rooms in the Nurses' Residence on recommendation of the physician in Personnel Health Service. Medical supervision is provided through the Personnel Health Service. If students are more seriously ill, they are cared for in The New York Hospital within the limits of the Hospital's policy on admissions and bed usage. Hospitalization up to the amount of eight weeks for any one admission is provided. Elective surgery and dental work are not included and, if not taken care of before admission to the School, must be done during vacations. Expenses for private nurses, transfusions, and personal items are borne by the student. The School reserves the right to collect all benefits from hospitalization insurance carried by the student as partial payment for care.

If, in the opinion of the School authorities, the condition of a student's physical or emotional health makes it unwise for her to remain in the School, she may be required to withdraw, either temporarily or permanently, at any time.

COUNSELING SERVICES

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in her work in the School or in connection with special personal problems.

The objective of the counseling program is to make it possible for any student to obtain such guidance as she may require in any phase of her life while in the School of Nursing.

The Director of Student Relations assists students in every way possible in their educational, personal, and social adjustment. She also cooperates with the faculty in helping the students in these areas and directs the students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

EXPENSES

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, and deposits, and related charges for services provided by the School. The second category includes living costs and items of personal expense. In order to estimate your expenses please refer to the following table of estimated expenses.

ESTIMATED TOTAL EXPENSES

Although expenses, excluding tuition, fees, and room, vary for the individual student, the budget is estimated for those who plan to be resident students. Applicants and students who intend to become non-resident students should write to the chairman, Financial Assistance Committee, for the commuting student's adjusted budget.

The following figures are for the academic year.

Item	*Estimate*
Tuition	$750
General Fee	220
Room	400
Meals	800
Books, supplies	150
Clothing, laundry, cleaning	200
Incidentals, recreation	220
Transportation (including vacations)	. . .

Uniforms. In addition to the estimated budget, entering students should allow approximately $150 in their budget for uniforms, uniform shoes, and laboratory coats to be purchased during the third year. Additional uniform shoes will need to be purchased during the fourth and fifth year. Each student must plan for the purchase of these items in her individual budget. Fifth-year students should budget $60.00 to cover the rental of public health uniforms, graduation regalia, and the purchase of a white uniform and school cap.

FEES

Application Fee. (For applicants registered in a general education program.) A fee of $15.00 must accompany the application for first admission.

Transfer Fee. (For applicants registered in a baccalaureate nursing program.) A fee of $25.00 is charged to evaluate the record of a

student already registered in a baccalaureate nursing program who wishes to apply for transfer to this school.

Reinstatement Fee. (For students previously registered in this school.) A fee of $10.00 will be charged to evaluate the record of a former student seeking to reregister in this school.

Acceptance Fee. A nonrefundable fee of $50.00 must be paid by each person at the time she is notified of her tentative acceptance in the school.

Special Fees:

Late Registration Fee. A fee of $5.00 is charged to each late registrant.

Tutoring Fee. A fee of $4.00 per hour is charged if a student requires faculty tutoring.

PAYMENT OF BILLS

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable the first day of each semester, unless special arrangements have been made with the school.

Provision is made for the payment of bills during the registration period at the beginning of each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the school during the course of a semester. In this case, one-half of the amount of the grant is to be reimbursed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to school charges but may not be claimed as an exemption from the bill.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition and/or fee bill since the State prepares individual checks, which are payable to the student, and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and/or fees are due. When an extension of time for payment of part or all of the tuition and/or fees is granted, based on a New York State award, it is with the understanding that should the State for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

In order for a student to remain in good standing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangement made for the future repayment of loans.

Students who have questions regarding their bills, or the payment of grants or loans after the registration period should see the administrative assistant in NR-210.

REFUNDS

Part of the tuition and General Fee will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of 10 percent per week on all charges, as of the first day of the semester. No refund will be made after the midsemester.

FINANCIAL ASSISTANCE

In general, students plan to meet the cost of their education by the use of previous earnings (savings and summer employment), present earnings (semester employment), and future earnings (loans). To the extent that is possible, parents are expected to contribute to the cost of a student's education.

The Cornell University–New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service by March 15 designating Cornell University–New York Hospital School of Nursing as one of the recipients. The Parents' Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described in the next section of this Announcement. These are assigned on the basis of need rather than academic rating.

Loans are available from a fund established jointly by the School and the Federal Government under the terms of Part B of Public Law 88-581, Nurse Training Act, of 1964. No more than $1000 may be borrowed by a student during an academic year. To be eligible a student must intend to be enrolled full time and demonstrate the need for a loan. In addition, she must be a citizen or national of the United States, or have such immigration status and personal plans as to justify the conclusion that she intends to become a permanent resident of the United States.

Beginning with the second semester of the third year (first year in the nursing major), students may be employed in a variety of jobs in the Center and elsewhere. Students who receive part or all of their financial assistance as employees of the Division of Nursing Service of The New York Hospital, must present a slip signed by the chairman of the Financial Assistance Committee when seeking employment. Students who are employed by Nursing Service either as assistants or Licensed Practical Nurses must purchase white uniforms as the official school uniforms may not be worn during periods of employment.

APPLICATION FOR FINANCIAL ASSISTANCE. An entering student who will need financial assistance during her third year should return the Financial Assistance Application with her application form. This will be forwarded to the chairman of the Financial Assistance Committee. The Parents' Confidential Statement should be filed through

the College Scholarship Service by March 15 of the year the applicant anticipates her admission to the School of Nursing.

Students enrolled in the School who expect to register for the next academic year and who anticipate the need for any form of financial assistance, should make appointments to see the chairman of the Financial Assistance Committee before March 1. All students receiving financial assistance will be seen by the chairman of the Committee during the fall semester to review their awards. Students who may or may not be receiving financial assistance and whose family situations change during an academic year should feel free to discuss their problems with the chairman of the Committee.

FINANCIAL ASSISTANCE ADMINISTERED BY THE SCHOOL

FUND OF THE COMMITTEE FOR SCHOLARSHIPS. A fund, established and maintained by a committee of women interested in the School of Nursing, to assist young women who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

ALLSTATE FOUNDATION GRANT. A grant is made available to the School each year to assist a student throughout the program.

THE SWITZER FOUNDATION GRANT. A grant of $1,000 is made available to the School each year. This grant is intended to assist a student who is an American citizen living within fifty miles of New York City and who has financial need.

DAVISON/FOREMAN FOUNDATION GRANT. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

NORTH COUNTRY COMMUNITY ASSOCIATION SCHOLARSHIP. A scholarship of $600 given by the North Country Community Association, Glen Head, New York. The award is made to an entering student residing in Nassau, Suffolk, or Queens County, New York.

WOMAN'S FLORIST ASSOCIATION, INC. SCHOLARSHIP. Under a scholarship plan established in 1949 by the Woman's Florist Association, Inc., a nursing student who has satisfactorily completed one year of her nursing major is eligible for a scholarship not to exceed the sum of $100. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

CORNELL WOMEN'S CLUB OF NEW YORK. In the spring of the year a scholarship is made available by the group of the ensuing school year. It is awarded either to an entering student or a student enrolled in the School.

VIVIAN B. ALLEN SCHOLARSHIP FUND. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc., income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

JULIETTE E. BLOHME SCHOLARSHIP FUND. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the Class of 1922 through a gift of $6,000, the interest on which may be used in whole or in part each year.

SAMUEL J. MORITZ SCHOLARSHIP FUND. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

THE CHRISTIAN C. YEGEN SCHOLARSHIP FUND. Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University–New York Hospital School of Nursing.

EMMAJEAN STEEL FULLER FUND. This Fund, begun by the Class of 1952 in memory of Emmajean Steel Fuller, a former member of the Class, is available for an occasional scholarship.

FINANCIAL ASSISTANCE ADMINISTERED BY OUTSIDE SOURCES

NEW YORK STATE REGENTS SCHOLARSHIPS, GRANTS, AND LOANS

The following scholarships are available for residents of New York State. The applicant should apply through her high school principal while she is still a student in high school.

For more information on any of these, write to the State Education Department, University of the State of New York, Albany, New York 12224 requesting the leaflet *Opening the Door to College Study through the New York State Regents Scholarship Examination.*

REGENTS SCHOLARSHIPS FOR BASIC PROFESSIONAL EDUCATION IN NURSING. Amount, $200–$500 a year depending upon financial need, for a maximum of three years. Applicable only to period in the School of Nursing.

REGENTS COLLEGE SCHOLARSHIPS. Amount, $250–$700 a year depending upon financial need for a maximum of four years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS IN CORNELL. A tuition-reducing scholarship ranging in amount from $100 to $1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS. Amount, $450 a year for four years. Applicable to first two years of college and to period in the School of Nursing.

NEW YORK HIGHER EDUCATION ASSISTANCE CORPORATION sponsors a program through which students may obtain loans from local savings banks.

SCHOLAR INCENTIVE PROGRAM. Grants of $100–$500 yearly, depending on need and tuition paid, with minimum yearly grant of $100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and those who are presently in college and maintain satisfactory academic performance.

ARMED SERVICES

ARMY AND NAVY NURSE CORPS STUDENT PROGRAMS. Students in the Basic Nursing Program may apply for appointments in the Army Student Nurse Program at the beginning of the junior year, or the Navy Nurse Corps Candidate Program at the beginning of the senior year. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for twenty-four months. If two years of support has been given, the student serves thirty-six months.

PUBLIC HEALTH NURSING, NEW YORK STATE DEPARTMENT OF HEALTH SCHOLARSHIP PROGRAM

Students interested in public health nursing may be eligible for New York State Public Health scholarships. The scholarships are administered in the form of a tax-free stipend paid biweekly directly to the student during the senior year of the program in nursing.

To be considered, the applicant must be recommended to the State Department of Health by the faculty of the School. In addition she must be willing and able to accept full-time employment for at least one year, beginning within one month following graduation in a local official health unit exclusive of the five boroughs of New York City.

Applications are available at the school and should be filed early in the second semester of the fourth year.

FACILITIES FOR INSTRUCTION

The facilities of The New York Hospital–Cornell Medical Center provide the setting for most of the learning experiences offered to students in the School of Nursing. These include classrooms, laboratories, clinical services, and libraries, set in an environment which promotes a spirit of inquiry. Additional learning experiences are provided through observations and practice in other community agencies.

CLINICAL FACILITIES

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital comprises five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both inpatients and outpatients, but also with facilities for teaching and the conduct of research. Many specialized clinical services are therefore available which are seldom found within a single organization. The Hospital has 1,100 beds and 90 clinics. Approximately 34,000 patients are hospitalized and 50,000 treated as outpatients each year. The conduct of research in all clinical departments gives the student an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in many studies depends to no small degree on the accuracy with which the nurse carries out tests and procedures and observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of neurology and metabolism; urology; ear, nose, and throat disorders; plastic- and neurosurgery; ophthalmology; and a fracture service. The Lying-In Hospital has a capacity of 163 adults and 77 newborns and provides for obstetric and gynecologic patients. Each year, nearly 4,000 babies are born in this Hospital. Since this Center was founded in 1932, over 100,000 babies have been born here.

The Department of Pediatrics includes 117 beds, with five floors for the care of infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offer opportunities for the nursing student to study the development and guidance of convalescent as well as sick children. All students have Nursery School experience. Here the student works with and observes the development of the well child and is thus better able to evaluate deviations in behavior which may accompany illness.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 108 patients, admitted from all socio-economic groups and from all over the world. It is an intensive treatment center for psychotherapy, and its staff and resources are unusual. The student, therefore, has an opportunity to participate in the care of patients with a variety of psychiatric illnesses of all degrees.

Students have the opportunity to work with the Director of Student Relations to plan social activities both at the School and in New York City.

The Outpatient Department with its ninety clinics provides opportunity for the study of a large number of patients who come for general health supervision, for diagnosis of disease, and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 230,000 patient visits are made to this Department. Students assist in diagnostic tests, in treatments, and in teaching self-care to patients. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of all experiences. Opportunity is provided for participation in the teaching of expectant parents through special classes and individual conferences and for study of the family approach to health maintenance and care of children.

Public Health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, and the Bureau of Public Health Nursing, New York City Health Department. These agencies provide opportunity for the student to learn the application of public health principles in both voluntary and official agencies.

Representatives of various governmental, voluntary, and coordinating agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and of community organization for human services.

THE LIBRARY

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of both the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photo-duplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

Students join in small groups to enjoy the facilities of the Residence.

THE PROFESSIONAL CURRICULUM (Three Academic Years)

Courses in the first year of the nursing major (third year of college work) are primarily devoted to foundation materials from the natural and social sciences, and to the development of knowledge and basic skill related to the administration of general nursing care. The student gains a beginning understanding of the community organization and of resources and agencies which are commonly available to protect the health and well-being of citizens. She gives nursing care for short periods each week under the guidance of a faculty member. Throughout the year there are observations in a variety of agencies and institutions in and near the city. Visiting lecturers present content from special fields, and assigned projects provide a focus for the detailed study of health problems.

The clinical portion of the program begins intensively in the fourth year, and most courses are made up of two related parts—theory and practice. The practice, referred to as "clinical laboratory," usually occupies twenty hours a week. Because graduates of the program are prepared to provide nursing care in a variety of situations other than the hospital, there is emphasis throughout on disease prevention, health instruction, and rehabilitation. The student participates in conferences with practitioners from other professions, centering on the broad aspects of health care. She assists in the referral of patients who require nursing care after discharge from the hospital, and she has frequent contact with community agencies which are prepared to help provide such service.

During one semester the student is particularly concerned with maternal-child health, including the care of newborn babies and their mothers, and consideration of family relationships and problems. An opportunity is provided, in the same semester, to observe well children in their normal activities and to give care to sick children who are receiving therapy in the outpatient clinics or in units of the hospital. Course content is presented by nursing and medical faculties in the Departments of Obstetrics and Pediatrics.

During the other semester of the fourth year, the nursing needs of patients on medical and surgical services are explored. This course is presented through the combined efforts of the nursing and medical faculties in the Departments of Medicine and Surgery. Students care for selected patients in units of the hospital and observe the progress of certain patients who return to the Outpatient Department for continuing care.

In one semester of the fifth year the student has courses in public health nursing and outpatient nursing. The clinical laboratories used for these courses include the Outpatient Department of The New York Hospital, several public health agencies and centers which offer special rehabilitation programs for the chronically ill or handicapped.

The faculty in the alternate semester of the fifth year present the course, Nursing: A Psychodynamic Approach. The scope of this course is intended to help the student deal with selected concepts of human behavior, both normal and abnormal, as they apply to both individuals and groups. Special attention is given to the improvement of patient care through the use of team nursing which provides the opportunity to function as a team leader. Both psychiatric patients and adult patients in a general hospital setting are cared for by the students during this experience.

PROGRAM

Each student entering the school is expected to complete the entire professional program of eighty-eight semester hours of credit. Courses are presented only once each year—in the semester indicated—unless starred (*). Starred courses are presented each semester.

The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing health needs of society or the best interests of the students and the School.

THIRD YEAR

FALL SEMESTER

Course No.	Course Title	Sem. Hrs. Cr.
101.	The Individual and the Life Process	2
130.	Anatomy-Histology	4
131.	Physiology	4
151. (I)	Fundamentals of Nursing	7
	TOTAL	17

SPRING SEMESTER

Course No.	Course Title	Sem. Hrs. Cr.
102.	The Individual and the Life Process	2
125.	Nutrition and Diet Therapy	2
132.	Microbiology	3
140.	Body Changes in Disease	3
152. (II)	Fundamentals of Nursing	6
	TOTAL	16

FOURTH YEAR

FALL SEMESTER

Course No.	Course Title	Sem. Hrs. Cr.
105.	Social Science and Health	2
115.	*History and Trends in Professional Nursing[1]	2
253.	*Medical-Surgical Nursing	13
	TOTAL	17

SPRING SEMESTER

Course No.	Course Title	Sem. Hrs. Cr.
103.	*Growth and Development[2]	2
251.	*Maternal-Child Nursing	12
	TOTAL	14

FIFTH YEAR

FALL SEMESTER

Course No.	Course Title	Sem. Hrs. Cr.
360.	Nursing: A Psychodynamic Approach	12

SPRING SEMESTER

Course No.	Course Title	Sem. Hrs. Cr.
145.	Principles of Epidemiology	2
350.	Public Health Nursing	5
353.	Studies in Nursing Dimensions	5
	TOTAL	12

[1] Students register for Courses 115 and 253 in the same semester.
[2] Students register for Courses 103 and 251 in the same semester.

DESCRIPTION OF COURSES

SCIENCES AND RELATED COURSES

101–102. THE INDIVIDUAL AND THE LIFE PROCESS

Provides a foundation for understanding core concepts of human behavior. Selected knowledge from the social sciences, from the life sciences, humanities and arts yield a conceptual framework for perceiving the human being as an organismic whole person. Major emphasis in the course is upon growth, development, adaptation, and the learning process. Principles are applied to behavior in its totality.

Mrs. Byron
Credit: 2 hours each semester

103. GROWTH AND DEVELOPMENT

Growth of the individual is studied from the viewpoint of physical, mental, emotional, and social deevlopment. Experience with children of varying age groups is provided.

Miss Nielson
Credit: 2 hours

105. SOCIAL SCIENCE AND HEALTH

Designed to increase students' understanding of the relevance and import of social science concepts which are an integral part of professional nursing. Particular emphasis is placed on social and cultural factors related to health and illness.

Visiting lecturer
Credit: 2 hours

115. HISTORY AND TRENDS IN PROFESSIONAL NURSING

Designed to explore current trends in nursing based on an understanding of historical events that have contributed to the present status, and to develop a perspective which will facilitate professional development.

Dr. Fahy
Credit: 2 hours

125. NUTRITION AND DIET THERAPY

Normal adult nutrition. A study of the functions and food sources of nutrients. The nutritional needs of the individual and the factors which influence his intake are considered. Common diet modifications and their relationship to disease processes and therapy are studied. Emphasis is placed on the nurses' responsibility for the application of the science of nutrition. (Nutritional requirements in childhood and pregnancy are presented in Course 252, Pediatric Nursing and Course 251, Maternity Nursing respectively.)

Miss Erlander
Credit: 2 hours

130. ANATOMY-HISTOLOGY

A study of the gross and microscopic aspects of human morphology. The structures and organ-systems that will be emphasized relate to the physiological systems treated in 131. Physiology. Self-directed projects will be arranged.

Mr. Muzio
Credit: 4 hours

An important part of the professional program is to help the student develop an understanding of human behavior.

The professional nursing student has the responsibility for developing skill in providing physical care.

131. PHYSIOLOGY

A study of the physiological systems, their interrelationships in maintaining the homeostatic adjustment of the body to environmental changes. Fundamental biochemical principles of metabolism, electrolytes, acid-base balance, blood, and urine constituents are integrated.

Mrs. Stolar
Credit: 4 hours

132. MICROBIOLOGY

Study of bacteria and related microorganisms; morphology, physiology, distribution, pathogenicity, control. Introduction to immunology and parasitology.

Mrs. Stolar
Credit: 3 hours

140. BODY CHANGES IN DISEASE

An introductory course designed to identify and explore selected underlying anatomical and physiological disturbances that occur in the human organism. Current research related to these disturbances will also be considered. Self-directed projects and conferences related to course content and objectives will be arranged.

Mr. Muzio
Credit: 3 hours

145. PRINCIPLES OF EPIDEMIOLOGY

A study of the principles of epidemiology and the application of the scientific method to the investigation of health problems in the community. Biostatistical principles and their application and use are included. Emphasis is placed on the role of the nurse in case finding, and deciding on priorities of care.

Miss Schwartz
Credit: 2 hours

NURSING COURSES

151–152. (I–II) FUNDAMENTALS OF NURSING

Extends throughout the third year and provides a foundation for all clinical nursing courses. In the first semester the student considers the basic needs of people in health and learns how these needs are met during illness. She gains an understanding of the principles underlying basic nursing activities and develops beginning skill in executing these. In the second semester, opportunity is provided for developing deeper understanding and skill in the components of professional nursing; included is study of the role of nursing in a community setting. The student gains an understanding of the principles underlying basic diagnostic and therapeutic procedures. There are increasing periods of laboratory experience on the patient-units during the year.

Miss Cotterell, Chairman, and Faculty
Credit: 151. (first semester) 7 hours
152. (second semester) 6 hours

251. MATERNAL-CHILD NURSING

Maternal-Child Nursing is a family-centered approach to meeting the nursing needs of mothers and children. Emphasis is placed on the promotion of optimum health in mothers and infants during the reproductive cycle; and

the nursing needs of children, through adolescence, under stress in health or illness.

Mrs. Strickland, Chairman, and Faculty

Credit: 12 hours

253. MEDICAL-SURGICAL NURSING

The student is guided in relating knowledge of disease processes to the mode of therapy and in developing ability to provide care in terms of individual needs. The various dimensions of the nursing role in the recognition, prevention, and treatment of disease, and in health teaching, supportive care, and preparation for rehabilitation are considered. The student gains experience in the nursing care of patients with common medical and surgical diseases.

Mrs. Helfferich, Chairman, and Faculty

Credit: 13 hours

350. PUBLIC HEALTH NURSING

The study of basic principles of community health organization and administration and their application to public health nursing. Encompasses the current philosophy and trends of community health care. Laboratory experience is designed to assist the student to focus on the role of nursing with families whose problems necessitate a comprehensive community approach.

Faculty in Public Health Nursing

Credit: 5 hours

353. STUDIES IN NURSING DIMENSIONS

The focus is on the integration of nursing skills pertinent to the preventive, health maintenance, and rehabilitative implications of health care for individuals and groups. Emphasis is placed on the scientific study of patient care and the development of professional competencies needed in motivating for change. Opportunity is provided for experimenting with the delivery of services in a short-term contact to masses of patients.

Mrs. Hugo, Chairman, and Faculty

Credit: 5 hours

360. NURSING: A PSYCHODYNAMIC APPROACH

The focus of this course is directed toward increasing the students' understanding of the nursing process and human behavior. The nursing process is studied using the tools of Nursing Assessment, Process Recordings, Student/Instructor Conferences, and Seminars. The study of human behavior is based on normal growth and development leading to a dynamic understanding of emotional disorders, group process, and self as a therapeutic tool. The student has the opportunity to care for the adult psychiatric patient and to function in the general hospital as both a nursing team member and leader.

Miss Keith, Chairman, and Faculty

Credit: 12 hours

PERSONNEL

ADMINISTRATION

Cornell University

James A. Perkins, President of the University
Dale R. Corson, University Provost
Mark Barlow, Jr., Vice President for Student Affairs
John E. Burton, Vice President–Business
Lewis H. Durland, University Treasurer
W. Keith Kennedy, Vice Provost
Franklin A. Long, Vice President for Research and Advanced Studies
E. Hugh Luckey, Vice President for Medical Affairs
Thomas W. Mackesey, Vice President for Planning
Paul L. McKeegan, Director of the Budget
Robert D. Miller, Dean of the University Faculty
Steven Muller, Vice President for Public Affairs
Arthur H. Peterson, University Controller
Robert L. Sproull, Vice President for Academic Affairs
Neal R. Stamp, Secretary of the Corporation, and University Counsel

The New York Hospital–Cornell Medical Center

E. Hugh Luckey, M.D., President

JOINT ADMINISTRATIVE BOARD

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Walter B. Wriston — Member at Large

Cornell University–New York Hospital School of Nursing

Muriel R. Carbery, M.S., R.N., Dean.

Ruth Lundt Kelly, Ed.D., R.N., Associate Dean.

Louise S. Hazeltine, M.A., R.N., Assistant to the Dean, School of Nursing. (A.B., Bucknell University, 1946; B.S. in Nursing, Cornell University–New York Hospital School of Nursing, 1949; M.A., New York University, 1959.)

Florence Tritt, M.A., R.N., Assistant to the Dean, School of Nursing. (Diploma in Nursing, Winnipeg General Hospital School of Nursing, 1940; B.N., McGill University, 1949; M.A., Columbia University, 1953.)

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Meimi Joki, A.B., Administrative Assistant. (A.B., Cornell University, 1948.)

F. Tracy Dwyer, B.S., Registrar. (B.S., Simmons College.)

Mary Elisabeth Riddick, Registrar for Admissions.

Edna Johnson, Director of Student Relations.

M. Eva Paton, M.A., R.N., Administrative Assistant to the Dean (Electronic Data Processing). (A.B., Tufts College, 1930; Diploma in Nursing, New York Hospital School of Nursing, 1939; M.A., New York University, 1950.)

FACULTY

EMERITUS PROFESSORS

Virginia M. Dunbar, M.A., R.N., Professor Emeritus of Nursing and Dean Emeritus.

Verda F. Hickox, M.A., R.N., Professor Emeritus of Obstetrics and Gynecologic Nursing.

Mary Klein, M.A., R.N., Professor Emeritus of Surgical Nursing.

Margery T. Overholser, M.A., R.N., Professor Emeritus of Public Health Nursing.

Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing.

Veronica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing.

Henderika J. Rynbergen, M.S., Professor Emeritus of Science.

Agnes Schubert, M.S., R.N., Professor Emeritus of Pediatric Nursing.

PROFESSOR

Muriel R. Carbery, M.S., R.N., Professor of Nursing; Dean, School of Nursing; Director, Nursing Service. (A.B., Hunter College, 1933; Diploma in Nursing, New York Hospital School of Nursing, 1937; M.S., Catholic University of America, 1951.)

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INSTRUCTORS

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* Leave of absence, 1968–69.

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Carolyn Diehl, M.D., School Physician.
Ena Stevens-Fisher, R.N., Supervisor.

NURSERY SCHOOL

Eleanor Landsmann, M.A., Director, Pediatric Recreation Department.

NUTRITION DEPARTMENT

Esther Mackereth, B.S., Director.

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Joan Cavanaugh, O.T.R., Director, Occupational Therapy, Main Hospital.
Margaret Stewart, O.T.R., Director, Occupational Therapy, Psychiatry.
Grace Newberg, B.A., Director, Recreational Therapy, Psychiatry.

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Grace M. McFadden, Director of Public Health Nursing, New York City Health Department (and Staff).

Cooperating Groups

ADVISORY COMMITTEE ON PRE-NURSING STUDENTS ON THE ITHACA CAMPUS

Placement Service

Mrs. Ann Rogers, Assistant Director, Placement Service (Women's Placement).

Educational-Vocational Guidance Office

Howard G. Andrus, Professor, Guidance and Personnel Administration.

College of Home Economics

Jean Failing, Professor of Home Economics, Chairman of Counseling Service.

College of Arts and Sciences

John M. Anderson, Professor of Zoology.

F. G. Marcham, Professor of History.

F. Dana Payne, Associate Dean, College of Arts and Sciences.

College of Agriculture

Howard S. Tyler, Professor in Personnel Administration (Vocational Guidance and Placement).

Office of Admissions

Robert Storándt, Director of Admissions Procedures.

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CLASS OF 1969

Name	*Address*	*Transferred from:*
Ahlsen, Susan Jane	Hicksville, N.Y.	The King's College
Anderson, Emily Smythe	Winter Haven, Fla.	Colby Junior College
Aprile, Eileen Rose	Douglaston, N.Y.	St. John's University
Bell, Betty Wilkin	Wellsburg, W.Va.	Bethany College
Bennett, Sally Beach	Youngstown, Ohio	Bradford Junior College
Betke, Nancy Louise	Yonkers, N.Y.	Concordia Junior College
Colbert, Diane Alice	Ithaca, N.Y.	The King's College
Connell, Mary Abigail	Forest Hills, N.Y.	Marymount College of Virginia
Cox, Sarah Helen	York, Pa.	Pennsylvania State University
Dean, Teresa Frances	Manhasset, N.Y.	University of Kentucky
Doyle, Barbara Jeanne	Flushing, N.Y.	St. John's University
Eberhart, Kathleen Ellen	Middlesex, N.J.	Douglass College
Eldridge, Martha Jean	Cleveland Heights, Ohio	Wittenberg University
Erwin, Emily Kathryn	Rumford, Me.	Endicott Junior College
Federer, Dianne Lynn	Maspeth, N.Y.	St. Bonaventure University
Forsbrey, Martha Woodward	Caldwell, N.J.	Houghton College
Gaffney, Joanne Marie	Douglaston, N.Y.	Marymount College
Gifford, Mary Evalyn	Monona, Wis.	University of Wisconsin
Gill, Margaret Ann	Westfield, N.J.	College of St. Elizabeth
Grace, Caroline Erskine	Oyster Bay, N.Y.	Pine Manor Junior College
Graham, Carol Ann	New City, N.Y.	Green Mountain College
Grubb, Barbara Jean	Wayne, Pa.	Juniata College
Hebbeler, Sister Kathleen	Ossining, N.Y.	Mary Rogers College
Hilburg, Judith Sandra	Peekskill, N.Y.	University of Bridgeport
Hoffman, Dorothy Martha	Rego Park, N.Y.	Cornell University
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Jablonsky, Carol Ann	Hicksville, N.Y.	Marywood College
Jacobson, Lillian	Rego Park, N.Y.	Houghton College
Jouppi, Mary Kay	Scarsdale, N.Y.	Michigan State University
Kaplan, Penny Dorene	Brooklyn, N.Y.	Brooklyn College
Kelly, Karen Eloise	Groton, N.Y.	Hartwick College
Kennedy, Kathleen May	Kent, Conn.	Colby Junior College
Kennelly, Robin Burgess	Southampton, N.Y.	Endicott Junior College
Kleinfeld, Marian Claire	Brooklyn, N.Y.	State University at Stony Brook
Larson, Lisa Lynn	Cresskill, N.J.	Douglass College
Laura, Loralee Antoinette	New Rochelle, N.Y.	Concordia Junior College
Lehman, Judith Ann	Quakertown, Pa.	Ursinus College
Lieb, Dawn Bette	Parlin, N.J.	Douglass College
Loperfido, Carol Ann	Eastchester, N.Y.	College of Mount St. Vincent
Loudenslager, Karen Frances	Altoona, Pa.	St. Francis College
Lyon, Diane Lee	Ithaca, N.Y.	Cornell University
Marschhausen, Joan Ellen	Loring AFB, Me.	Concordia Junior College
Marshall, Ruth Vegerita	Hawthorne, N.J.	Centenary College
Martin, Janice Swift	Lancaster, Pa.	Beloit College
Mason, Joan Adele	Peekskill, N.Y.	Alfred University
McDonald, Breda Ann	New York, N.Y.	College of Mount St. Vincent
McGillis, Sister Mary Alice Elizabeth	Dobbs Ferry, N.Y.	Mercy College
McKinney, Sister Mary Kateri	Dobbs Ferry, N.Y.	Mercy College
McLaren, Marjorie Kay	Ithaca, N.Y.	Cornell University

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Mulvihill, Theresa	Hackettstown, N.J.	Centenary College
Oshry, Elizabeth Lawrence	Newton, Mass.	Northeastern University
Phipps, Martha Elizabeth	Baldwin, N.Y.	Wagner College
Probasco, Carol Ann	Lebanon, Pa.	Juniata College
Quimby, Marcia Logan	Farmington, Conn.	Colby Junior College
Raymond, Mary Kathleen	Albany, N.Y.	College of St. Rose
Richards, Diane E.	New York, N.Y.	Packer Collegiate Institute Junior College
Robertson, Carol Ann	Ford City, Pa.	Allegheny College
Roncoli, Marianne Therese	New York, N.Y.	Ursuline College
Roper, Karen Elizabeth	Coatesville, Pa.	Cedar Crest College
Rosenberg, Robin Beth	Florida, N.Y.	Fairleigh Dickinson University
Sacks, Donna Charlene	Woxall, Pa.	The King's College
Scheibel, Joan Frances	Montclair, N.J.	College of Mount St. Vincent
Shultz, Joanee Alice	Collingswood, N.J.	Houghton College
Shultz, Joyce Margaret	Collingswood, N.J.	Houghton College
Sinninger, Sue Ann	Logansport, Ind.	Stephens College
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Taylor, Cynthia Ann	Danbury, Conn.	Bethany College
Tilton, Sylvia Lane	Holcomb, N.Y.	Houghton College
Weckesser, Elizabeth Ann	Shaker Heights, Ohio	Western College for Women
Werner, Mary Kathryn	Beach Haven, N.J.	Bucknell University
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Wolff, Jeanne Elizabeth	Hohokus, N.J.	Douglass College
Wootten, Sister Paula Marie	Dobbs Ferry, N.Y.	Mercy College
Young, Barbara Ellen	Jersey City, N.J.	St. Peter's College
Zangas, Nancy Louise	Huntington, N.Y.	C. W. Post College

CLASS OF 1970

Adams, Jane Claire	White Plains, N.Y.	Wagner College
Arnold, Sister Janet Catherine	South Bend, Ind.	St. Mary's College
Artusio, Suzanne Mary	Pelham, N.Y.	Sullins College
Barnes, Sylvia Louise	Charleston, S.C.	Wilberforce University
Barone, Carmel Dea	Elmhurst, N.Y.	St. John's University
Battin, Carol Meredith	Upper Montclair, N.J.	Douglass College
Bird, Carita Ann	Plattsburgh, N.Y.	State University at Plattsburgh
Bloom, Barbara	Caldwell, N.J.	Ohio State University
Brannon, Nancy Ruth	Freeville, N.Y.	Cornell University
Browne, Susan Elizabeth	Flemington, N.J.	Douglass College
Bucher, Sister Anne Marie	Ossining, N.Y.	Mary Rogers College
Buckley, Kathleen Ann	St. Louis, Mo.	St. Mary's College
Buehler, Janet Stephens	Upper Montclair, N.J.	Elmira College
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Butler, Sandra Ann	Manville, N.J.	Douglass College
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Chadwick, Norberta Carol	New York, N.Y.	New York University
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DiLibero, Mary Rita	Blackstone, Mass.	Anna Maria College

Name	*Address*	*Transferred from:*
DiMarco, Denise Lenore	Pelham Manor, N.Y.	Newton College of the Sacred Heart
Doubet, Dianne Jeanine	Niles, Ohio	DePauw University
Downey, Ann Mary	Rockville Centre, N.Y.	Mount St. Vincent College
Doyle, Mary Elizabeth	Pearl River, N.Y.	Mount St. Vincent College
Eaton, Bonita Ann	Staten Island, N.Y.	Wagner College
Fiske, Roberta Jean	Bethlehem, Pa.	Centenary College
Fitzgerald, Barbara Ann	Piscataway, N.J.	Hope College
Friend, Louise Virginia	Ithaca, N.Y.	Ithaca College
Gatzke, Gisele Alyce	Matamoras, Pa.	Seton Hill College
Gehman, Diane Elizabeth	Chattanooga, Tenn.	King College
Gillis, Marijo Anne	Yonkers, N.Y.	Elizabeth Seton College
Goulding, Christine Dawn	Billings, Mont.	Coe College
Groder, Joyce Ellen	Mineola, N.Y.	Adelphi University
Gross, Pauline Elizabeth	Bedford, N.Y.	Houghton College
Hall, Katherine McBride	Bellevue, Wash.	University of Washington
Hargreaves, Sheryl Lee	Staten Island, N.Y.	William Smith College
Hill, Jeffrey Allen	Leonia, N.J.	Wittenberg University
Hoehn, Carole Jean	Pittsburgh, Pa.	Westminster College
Hogan, Kathleen Mary	New York, N.Y.	Hunter College
Horn, Linda Sue	Ft. Lauderdale, Fla.	University of Florida
Hornbeck, Joan Anne	New Paltz, N.Y.	Cornell University
Hunter, Aubrey Elizabeth	Kirkwood, Mo.	Cornell University
Irvine, Jennifer Ann	Lancaster, Pa.	Ursinus College
Jones, Kathryn Ann	Easton, Pa.	Lasell Junior College
Kase, Nina Beth	Forest Hills, N.Y.	Queens College
Kean, Nancy	Nashua, N.H.	Colby Junior College
Keller, Eleanor Mulliken	Washington, D.C.	Bradford Junior College
Kelly, Linda Joan	Stuttgart, W. Germany	American College
Krohn, Rae Alice	Lebanon, Pa.	Cedar Crest College
Leavitt, Margaret Evelyn	Brooklyn, N.Y.	Packer Junior College
Leonard, Susan Jane	Barrington, R.I.	Wells College
Libutti, Paula Maria	Warwick, R.I.	Cornell University
Lillis, Sister Mary Peter Damien	Dobbs Ferry, N.Y.	Mercy College
Lipfert, Linda	Hicksville, N.Y.	Concordia Junior College
Loehmann, Laura Jean	New York, N.Y.	Wilson College
Long, Patricia Ann	Douglaston, N.Y.	Queens College
Lydon, Maureen Mary	Fairlawn, N.J.	St. John's University
Magnusson, Elizabeth Anna	Yonkers, N.Y.	Concordia Junior College
Maltman, Gail I.	Scarsdale, N.Y.	University of Wisconsin
Mather, Constance Dawn	Princeton, N.J.	Cedar Crest College
Mc Candlish, Lois	Delhi, N.Y.	Muskingum College
Mc Conaughy, Dale Elizabeth	West Hartford, Conn.	Colby Junior College
Mc Gurn, Patricia Alison	Southampton, N.Y.	Centenary College
Meikrantz, Gail Eileen	S. Williamsport, Pa.	Pennsylvania State University
Meyerhoefer, Janet	Stony Brook, N.Y.	Elmira College
Mulford, Charlotte Parry	Moorestown, N.J.	Cedar Crest College
Mulvaney, Sister Patricia Anne	Maryknoll, N.Y.	Mary Rogers College
Neus, Sister Maureen	Ossining, N.Y.	Mary Rogers College
Niesz, Janice Victoria	Cranford, N.J.	Union Junior College
Nyren, Patricia Ann	Washington, D.C.	Immaculata Junior College
Pelle, Michele Elsie	Baldwin, N.Y.	Buena Vista College
Post, Lucinda Ann	Rye, N.Y.	Colby Junior College
Robbins, Joan Elizabeth	Ossining, N.Y.	Barnard College
Robinson, Susan Claire	Scarsdale, N.Y.	Eastern Baptist College
Ross, Barbara Ann	Madison, N.J.	Christian College
Savard, Sandra Marie	Harrisburg, Pa.	Mississippi Southern College for Women
Schmid, Barbara Jean	Lemont, Ill.	Vassar College

Name	*Address*	*Transferred from:*
Schneider, Lesley Ann	Eastchester, N.Y.	Ithaca College
Schultz, Carol Alice	Jacksonville Beach, Fla.	Pfeiffer College
Sims, Inez Olivia	Prentiss, Miss.	Tougaloo College
Smith, Joanna Sheldon	Upper Montclair, N.J.	Mount Holyoke College
Space, Louise Anne	Westwood, N.J.	Concordia Junior College
Steenburg, Barbara Ann	Binghamton, N.Y.	Pine Manor Junior College
Thomas, Phyllis Ann	Cooperstown, N.Y.	Lebanon Valley College
Upton, Judith Neill	Ridgewood, N.J.	Skidmore College
Van Grofski, Mary Ellen	Bloomfield, N.J.	Caldwell College
Vautravers, Mireille Mady	Forest Hills, N.Y.	Cornell University
Ver Voorn, Gayle Ann	Fair Lawn, N.J.	Douglass College
Ward, Alma Marie	Norwich, Conn.	Catholic University
Watson, Gail Gordon	Stamford, N.Y.	Cornell University
Wiener, Diane	Brooklyn, N.Y.	Barnard College
Wilska, Judith Ann	Old Chatham, N.Y.	Junior College of Albany
Woolbert, Ann	Trucksville, Pa.	Wilkes College
Wootten, Sister Mary Anne Theresa	Dobbs Ferry, N.Y.	Mercy College

REQUEST FOR INFORMATION OR APPLICATION

It is desirable that prospective applicants enroll with the School as early as possible so that they may receive assistance in planning their programs in high school and college to gain the best possible background preparatory to entering the School of Nursing.

To receive information, fill out and return the form below. (The writer should include her zip code.)

Registrar
Cornell University–New York Hospital School of Nursing
1320 York Avenue, New York, New York 10021

Please place my name on your mailing list so that I may receive information which will help me in planning my high school and college preparation for nursing school entrance.

Name .....

Address .....

.....

Date of Birth .....

High School: name and location .....
.....
Date diploma received or expected .....

College: name and location .....
.....
Date on which I expect to have completed at least two years of college...

..... 19.....

(If you are in college) Please send me an application blank .....

FORM OF BEQUEST

Gifts or bequests to the School of Nursing may be made either to the Hospital or to the University with a request that they be used for the School of Nursing, as follows:

"I give and bequeath to The Society of The New York Hospital [or *I give and bequeath to Cornell University*] *the sum of $..... for the Cornell University–New York Hospital School of Nursing."*

If it is desired that a gift to the School of Nursing shall be made in whole or in part for any specific purpose in the program of the School, such use may be specified.

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CORNELL UNIVERSITY ANNOUNCEMENTS

The Cornell *Announcements* are designed to give prospective students and others information about the University. The prospective student should have a copy of the *Announcement of General Information;* after consulting that, he may wish to write for one or more of the following *Announcements:*

New York State College of Agriculture
College of Architecture, Art, and Planning
College of Arts and Sciences
Department of Asian Studies
Education
College of Engineering
New York State College of Home Economics
School of Hotel Administration
New York State School of Industrial and Labor Relations
Center for International Studies
Officer Education (ROTC)
Summer Session

Undergraduate preparation in a recognized college or university is required for admission to certain Cornell divisions, for which the following *Announcements* are available:

Graduate School: Biological Sciences
Graduate School: Humanities
Graduate School: Physical Sciences
Graduate School: Social Sciences
Law School
Veterinary College
Graduate School of Business and Public Administration
Graduate School of Nutrition
Medical College (New York City)
Cornell University – New York Hospital School of Nursing (New York City)
Graduate School of Medical Sciences (New York City)

Requests for the publications listed above may be addressed to
CORNELL UNIVERSITY ANNOUNCEMENTS
Edmund Ezra Day Hall, Ithaca, New York 14850

(The writer should include his zip code.)

GO AND DO THOU LIKEWISE
NEW YORK HOSPITAL
CORNELL UNIVERSITY
FOUNDED BY EZRA CORNELL

Cornell University

ANNOUNCEMENTS

Cornell University–New York Hospital

School of Nursing

1969-70

CORNELL UNIVERSITY ANNOUNCEMENTS

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Cornell University

Cornell University–New York Hospital

School of Nursing

1969-70

1320 York Avenue
New York, New York 10021

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Academic Calendar

1969-70

Faculty Reception	
Parents and Students, entering class, 2:00-4:00 P.M.	S, Sept. 7
Orientation, entering class, 9:00 A.M.-12:00 M	M, Sept. 8
Registration, all classes, 1:00-4:00 P.M.	M, Sept. 8
Fall term instruction begins, all classes, 9:00 A.M.	T, Sept. 9
Opening Convocation, 5:00 P.M. (tentative)	T, Sept. 16
Midsemester grades due, 5:00 P.M.	M, Nov. 3
Instruction suspended, 1:10 P.M.	W, Nov. 26
Thanksgiving recess	
Instruction resumed, 7:30 A.M.	M, Dec. 1
Fall term instruction ends, 1:10 P.M.	T, Dec. 23
Christmas recess	
Makeup period begins	M, Jan. 5
Makeup period ends	F, Jan. 9
Final examinations and evaluation period begins	M, Jan. 12
Final examinations and evaluation period ends, 12:00 M	F, Jan. 16
Registration, all classes, 1:00-4:00 P.M.	F, Jan. 16
Midyear recess	S, Jan. 17
Spring term instruction begins, all classes, 9:00 A.M.	M, Jan. 26
Midsemester grades due	F, Mar. 20
Spring recess	S, Mar. 21
Instruction resumed, 7:30 A.M.	M, Mar. 30
Spring term instruction ends, 5:00 P.M.	F, May 15
Final examinations and evaluation begins	M, May 18
Final examinations and evaluation end	F, May 22
Makeup period begins	M, May 25
Makeup period ends	F, May 29
Convocation and Commencement	T, June 2

The New York Hospital–Cornell Medical Center, at 68th Street and the East River, covers three city blocks (68th to 71st Streets) and includes The New York Hospital, the Cornell Medical College, and the Cornell University–New York School of Nursing.

Cornell University–New York Hospital School of Nursing

HISTORY OF THE SCHOOL

The Cornell University–New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing, one of the earliest nursing schools in the country. The School is part of The New York Hospital–Cornell Medical Center, which includes also the Cornell University Medical College and the various buildings of The New York Hospital extending from Sixty-eighth to Seventy-first Streets on the East River.

The Center is a joint undertaking of The Society of the New York Hospital and Cornell University, committed to a fourfold purpose in (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and (4) promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country, its Royal Charter having been granted in 1771, in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled, and on early maps the location was designated simply as "the Hospital."

Cornell University with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted much thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the State of New York had received a substantial land

grant, under the Morrill Act of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864–65, a young senator named Andrew D. White, later to become the first President of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients; in 1799 Dr. Valentine Seaman, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of The Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the Medical Center was opened in 1932.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program to keep pace with these needs. Today, the work of the professional nurse requires much more self-direction and leadership ability than in the past and, in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

The Cornell University–New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

PHILOSOPHY AND OBJECTIVES

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

Philosophy

Education is a process which helps the individual to develop his potential so that he may function productively within existing and changing social systems. This is a dynamic process involving the active participation of the learner and the teacher. The school provides the environment in which the learner can test his abilities and evaluate his progress.

The liberal arts courses provide the foundation for the professional courses of the nursing major. The integration of these areas of content by the student enables him to understand himself, his social and physical environment, and the role of the professional nurse in society.

The professional nurse recognizes the right of the individual to attain and maintain his optimum state of health. He actively participates with individuals and families to establish and evaluate health goals and intervenes to alter these goals with appropriate action when necessary.

The professional nurse assumes responsibility for maintaining optimum standards for the planning and the delivery of nursing care. He is able to do this in a variety of settings not only as an individual but as a member of the interdisciplinary health team.

He recognizes the need to speak on both community and professional issues which are within his field of competence and assists in promoting the public interest in health by defining and clarifying health issues.

As a professional person he recognizes the need to continue to develop his personal and professional competence through the formal and informal educational structures which are best suited to his needs and abilities.

Objectives

Upon completion of the program the graduate will—

- function as a beginning level professional nurse practitioner in a variety of settings;
- use the intellectual skills of observation, assessment, planning and evaluation to establish and implement nursing goals;
- understand how man functions in relationship to himself and others in health and sickness;
- apply principles of leadership in directing nursing care of patients;
- function as a colleague with members of an interdisciplinary team;
- possess a foundation for continuing professional development in nursing.

ACCREDITATION

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

Knowledge of the basic sciences prepares the professional nursing student to make sound judgements when giving nursing care.

ADMISSION

GENERAL STATEMENT. Students who have completed a minimum of sixty semester hours in a college of Cornell University, are in good standing, and meet health requirements may be admitted to the nursing major offered in New York City. Students may transfer to the School of Nursing after satisfactorily completing a minimum of sixty semester hours in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools.

GENERAL REQUIREMENTS

AGE. Applicants are considered in light of their total qualifications.

HEALTH. The results of a physical examination including a record of immunizations must be submitted at the time of application. A dental examination is required before admission.

PERSONAL QUALIFICATIONS. Candidates are selected whose credentials indicate good health, maturity, and ability to work with people. A personal interview is considered an important part of the application procedure. Program I applicants are expected to have an interview at the School unless distance makes this unfeasible. Applicants for Program II are required to have a personal interview at the School.

Educational Requirements—Program I

Students considering transfer to the School of Nursing after two years of college should consult with advisers in their colleges when they register in order to plan programs which will meet the admission requirements for this School. Selection of an institution in which to enroll for the first two years of college is not dependent upon its offering a prenursing program. No nursing or prenursing courses are required for admission to this School.

DISTRIBUTION OF COURSES REQUIRED FOR TRANSFER TO PROGRAM I

Communication—6 credits. (Composition, Public Speaking or Speech)

Humanities—30 credits. (Art, Language, Literature, Music, Philosophy, Religion)

Natural Science and Mathematics—12 credits. (Mathematics, Biology,* Chemistry,* Physics)

Social Science and History—12 credits. (Sociology 3 credits required; Psychology 3 credits required; Political Science, Anthropology, Economics)

* If the applicant has not had a full year of biology and/or a full year of chemistry in high school, then college-level courses in biology and/or chemistry must be taken to meet the science requirement.

Social science provides a basis for understanding communication as a verbal and nonverbal process.

Educational Requirements—Program II

Persons who hold or are to be awarded a baccalaureate degree by an accredited senior college or university may be considered for admission to this program of the nursing major. Applicants to this program will be required to take Graduate Record Examinations and may be required to take selected proficiency examinations.

DISTRIBUTION OF COURSES REQUIRED† FOR ADMISSION TO PROGRAM II

Humanities	—10 credits
Natural Science	— 8 credits
Social Science	—10 credits

Applicants for either program who have not met the course requirements but who have a good college record are encouraged to consult the director of admissions relations to have their college record evaluated.

APPLICATION

Application forms should be requested from the Office of the Registrar, Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021.

† If these courses were not taken as part of the requirements for the first baccalaureate degree the applicant must make up the deficiencies before completing the nursing major.

Applications are accepted as long as there are vacancies in the entering class for either Program I or II.

Applicants to Program I are encouraged to submit their credentials during the second semester of the first year in college. If the credentials, including the psychometric test and a transcript covering one year of college work are satisfactory, the applicant will be accepted and a place held pending satisfactory completion of the college courses and continued good health.

Applicants for Program II are encouraged to submit their credentials during the fall or winter prior to the anticipated date of admission, since the enrollment to this program is limited.

ACADEMIC STANDING AND GRADES

The degree of Bachelor of Science in Nursing is awarded to students who have attained a cumulative quality point average of 2.0 and have no grade of F nor an Incomplete in any of the required courses in the nursing major.

Students who are in danger of receiving a grade of D or F in a course are notified at midsemester in order to give them the opportunity to seek guidance in their work during the remainder of the semester.

A student who receives a semester grade of F in a required course will be considered on an individual basis regarding his continuation in the school. A student who receives an I (Incomplete) in a course is required to complete the course within one year unless a special plan has been established between the student and the faculty member. A student who does not attain the required cumulative average for a semester will remain in the school on academic warning for one semester. If, at the end of the semester, his cumulative average has not reached the level required for the semester he is registered for, he will be required to withdraw from the school.

The minimal cumulative averages for satisfactory progression in the school are as follows:

Semester	*Cumulative Average*
1st	1.5
2nd	1.7
3rd	1.8
4th	2.0
5th	2.0
6th	2.0

The faculty of the School of Nursing reserve the privilege of retaining only those students who, in their judgment, satisfy the requirements of scholarship, health, and personal suitability for professional nursing. The record of any student whose suitability for nursing is questioned, or whose cumulative average does not meet the minimal standards of the School, is reviewed by the Academic Standards Committee. The student may be seen by either his academic adviser or the associate dean in order to establish a plan for his future. A student may be asked to withdraw without previously having been on academic warning.

Parents and guardians do not receive regular notice of the student's grades. However, they are advised when a student is placed on academic warning or is asked to withdraw from the School.

A student is eligible for honorable withdrawal at any time he may elect to leave if his academic and personal record meet the standards of the School and if his financial record has been cleared in the Office of the Associate Dean.

An Academic Standards Committee, composed of three members of the faculty from each year of the program and the associate dean, meets at least two times each year to review the academic records of students

in the school. This Committee recommends to the faculty the promotion of all students as well as the candidates for the degree of Bachelor of Science in Nursing. It is the responsibility of this Committee to recommend students for the Dean's List and the members of the graduating class who will receive their degrees "with distinction." Students with a semester average of 3.25 or better qualify for the Dean's List. Students with a cumulative average of 3.25 or better may graduate "with distinction."

The established pattern of grading is based on a system of quality points with equivalent letter and percentage grades.

Quality Point	*Percentage Grade*	*Letter Grade*
3.5–4.0	90–100%	A (4.0)
2.5–3.4	80–89%	B (3.0)
1.5–2.4	70–79%	C (2.0)
0.5–1.4	60–69%	D (1.0)
0.0	below 59%	F (0.0)

SIGMA THETA TAU

In 1968 the School received a charter for the Alpha Upsilon Chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the Society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. Finally, it is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the Honor Society.

Students who have completed one-half of the nursing major with a cumulative average of 3.0 or better are considered for induction. In addition to demonstrated superior scholastic achievement a candidate must give evidence of professional leadership potential and possess desirable personal qualifications.

DEGREE

The degree of Bachelor of Science in Nursing is granted by Cornell University. In order to qualify for the degree, the student must have attained a minimum cumulative average of 2.0 for the total program and must have completed satisfactorily all of the theory and clinical laboratory outlined in this *Announcement* or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science in Nursing with distinction. To qualify for this honor the student must have maintained a cumulative average of 3.25 and must possess personal characteristics consistent with effective professional practice.

STATE REGISTRATION FOR GRADUATES

Graduates of the School are urged to take the State Board examination for licensure which is administered by the regents of the state of New York. Each graduate is expected to take the first examination for licensure which is administered after she has completed the Program. Satisfactory completion of this examination classifies the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Registrar's Office during the final semester the student is registered in the School.

GENERAL INFORMATION

SCHOOL GOVERNMENT

One rule governs the conduct of students in the School of Nursing: "A student is expected to show, both within and without the School, unfailing respect for order, morality, personal honor, and the rights of others." Through the student organization, students take responsibility for living according to this rule, which is construed as applicable at all times, in all places, to all students.

RESIDENCE

The School of Nursing is considered a resident school. Unless otherwise arranged with the School all unmarried female students are expected to live in the Nurses' Residence. Each student is assigned to a single room which has the basic essentials of furniture and linen provided.

Since there is no residence designated for married students or male students, these students must assume the responsibility for finding living facilities in the metropolitan area.

If a female student wishes to live with her family within the New York City community, she should make this request at any time after admission.

If a female student wishes to live outside of the Residence under circumstances other than the above, either at the time of admission or after admission, she must make this request in writing. Her request must be accompanied by a letter from a parent or guardian indicating: *(a)* knowledge and approval of the plan to live outside, *(b)* approval of the apartment or room to be occupied, and *(c)* approval of the living companion (if any).

Each student who lives outside of the Residence must keep the Registrar's Office informed of her correct address and telephone number. She is expected to maintain a mailbox in the Nurses' Residence, which she is responsible for checking at least once each day. The *Student Handbook* should be checked for the details of rules governing students who live in the Residence and those who do not.

Facilities for personal laundry are available in the Residence. The school uniform is laundered at no charge through the hospital laundry service.

RECREATIONAL FACILITIES

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.

Informal gatherings offer an opportunity for students to know each other in a variety of settings.

A social committee is responsible for a full and varied social calendar, which includes such activities as dances, skating parties, coffee hours, and suppers. Other activities in which students may participate are the yearbook and singing groups. The director of student relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

HEALTH SERVICES

Good health is of the utmost importance, and students have readily available a well-organized health service maintained in cooperation with the Personnel Health Service of the Center.

A physical examination by a physician from the Personnel Health Service, a tuberculin test, and a chest x ray are required upon admission. Subsequently, the student has either a chest x ray or tuberculin test every six months, and another physical examination while in the School.

Students who are ambulatory, with short-term minor illnesses, may receive meals in their rooms in the Nurses' Residence on recommendation of the physician in Personnel Health Service. Medical supervision is provided through the Personnel Health Service. If students are more seriously ill, they are cared for in The New York Hospital within the limits of the Hospital's policy on admissions and bed usage. Hospitalization up to the amount of eight weeks for any one admission is provided. Elective surgery and dental work are not included and, if not taken care of before admission to the School, must be done during vacations. Expenses for private nurses, transfusions, and personal items are borne by the student. The School reserves the right to collect all benefits from hospitalization insurance carried by the student as partial payment for care.

If, in the opinion of the School authorities, the condition of a student's physical or emotional health makes it unwise for her to remain in the School, she may be required to withdraw, either temporarily or permanently, at any time.

COUNSELING SERVICES

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in her work in the School or in connection with special personal problems.

The objective of the counseling program is to make it possible for any student to obtain such guidance as she may require in any phase of her life while in the School of Nursing.

The director of student relations assists students in every way possible in their educational, personal, and social adjustment. She also cooperates with the faculty in helping the students in these areas and directs the students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

EXPENSES

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, and deposits, and related charges for services provided by the School. The second category includes living costs and items of personal expense. In order to estimate your expenses please refer to the following table of estimated expenses.

ESTIMATED TOTAL EXPENSES

Although expenses, excluding tuition, fees, and room, vary for the individual students, the budget is estimated for those who plan to be resident students. Applicants and students who intend to become nonresident students should write to the chairman, Financial Assistance Committee, for the commuting student's adjusted budget.

The following figures are for the academic year.

Item	*Estimate*
Tuition	$1,100
General Fee (includes library, laboratory and health fees)	350
Room	400
Meals	800
Books, supplies	200
Clothing, laundry, cleaning	300
Incidentals, recreation	300
Transportation (including vacations)	...

Uniforms. In addition to the estimated budget, entering students should allow approximately $200 in their budget for uniform supplies.

FEES

APPLICATION FEE. (For applicants registered in a general education program.) A fee of $15 must accompany the application for first admission.

TRANSFER FEE. (For applicants registered in a baccalaureate nursing program.) A fee of $25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this School.

REINSTATEMENT FEE. (For students previously registered in this school.) A fee of $10 will be charged to evaluate the record of a former student seeking to reregister in this School.

ACCEPTANCE FEE. A nonrefundable fee of $50 must be paid by each person at the time he is notified of his tentative acceptance in the school.

SPECIAL FEES:

Late Registration Fee. A fee of $5 is charged to each late registrant.

Tutoring Fee. To be established on an individual basis.

PAYMENT OF BILLS

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable the first day of each semester, unless special arrangements have been made with the school. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Provision is made for the payment of bills during the registration period at the beginning of each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the School during the course of a semester. In this case, one-half of the amount of the grant is to be reimbursed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to school charges but may not be claimed as an exemption from the bill.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition and/or fee bill since the State prepares individual checks, which are payable to the student, and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and/or fees are due. When an extension of time for payment of part or all of the tuition and/or fees is granted, based on a New York State award, it is with the understanding that should the State for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

In order for a student to remain in good standing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangements made for the future repayment of loans.

Students who have questions regarding their bills, or the payment of grants or loans after the registration period should see the administrative assistant in NR-210.

REFUNDS

Part of the tuition and General Fee will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of 10 percent per week on all charges, as of the first day of the semester. No refund will be made after the midsemester.

FINANCIAL ASSISTANCE

In general, students plan to meet the cost of their education by the use of previous earnings (savings and summer employment), present earnings (semester employment), and future earnings (loans). To the extent that is possible, parents are expected to contribute to the cost of a student's education.

The Cornell University–New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service by March 15 designating Cornell University–New York Hospital School of Nursing as one of the recipients. The Parents' Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described in the next section of this *Announcement*. These are assigned on the basis of need rather than academic rating.

Loans are available from a fund established jointly by the School and the Federal government under the terms of Part B of Public Law 88–581, Nurse Training Act, of 1964. No more than $1,500 may be borrowed by a student during an academic year. The Health Manpower Act of 1968, enacted by the Ninetieth Congress, amended the original act to include Scholarship Grants as well as loans. To be eligible for either a grant or a loan, a student must intend to be enrolled full time and demonstrate the need for financial assistance. In addition, he must be a citizen or national of the United States, or have such immigration status and personal plans as to justify the conclusion that he intends to become a permanent resident of the United States.

Students who have completed one semester of the nursing major and who are receiving financial assistance may be employed by the Division of Nursing Service of The New York Hospital. Students who are employed by Nursing Service must purchase white uniforms because the official School uniform may not be worn during periods of employment.

APPLICATION FOR FINANCIAL ASSISTANCE. An entering student who will need financial assistance during her third year should return the Financial Assistance Application with her application form. This will be forwarded to the chairman of the Financial Assistance Committee. The Parents' Confidential Statement should be filed through the College Scholarship Service by March 15 of the year the applicant anticipates her admission to the School of Nursing.

Students enrolled in the School who expect to register for the next

academic year and who anticipate the need for any form of financial assistance, should make appointments to see the chairman of the Financial Assistance Committee before February 15. All students receiving financial assistance will be seen by the chairman of the Committee during the fall semester to review their awards. Students who may or may not be receiving financial assistance and whose family situations change during an academic year, should feel free to discuss their problems with the chairman of the Committee.

FINANCIAL ASSISTANCE ADMINISTERED BY THE SCHOOL

FUND OF THE COMMITTEE FOR SCHOLARSHIPS. A fund, established and maintained by a committee of women interested in the School of Nursing, to assist young women who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

ALLSTATE FOUNDATION GRANT. A grant is made available to the School each year to assist a student throughout the program.

THE SWITZER FOUNDATION GRANT. A grant of $1,000 is made available to the School each year. This grant is intended to assist a student who is an American citizen living within fifty miles of New York City and who has financial need.

DAVISON/FOREMAN FOUNDATION GRANT. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

NORTH COUNTRY COMMUNITY ASSOCIATION SCHOLARSHIP. A scholarship of $600 given by the North Country Community Association, Glen Head, New York. The award is made to an entering student residing in Nassau, Suffolk, or Queens County, New York.

WOMAN'S FLORIST ASSOCIATION, INC. SCHOLARSHIP. Under a scholarship plan established in 1949 by the Woman's Florist Association, Inc., a nursing student who has satisfactorily completed one year of her nursing major is eligible for a scholarship not to exceed the sum of $100. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

CORNELL WOMEN'S CLUB OF NEW YORK. In the spring of the year a scholarship is made available by the group for the ensuing school year. It is awarded either to an entering student or a student enrolled in the School.

VIVIAN B. ALLEN SCHOLARSHIP FUND. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc., income

from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

JULIETTE E. BLOHME SCHOLARSHIP FUND. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the class of 1922 through a gift of $6,000, the interest on which may be used in whole or in part each year.

SAMUEL J. MORITZ SCHOLARSHIP FUND. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

THE CHRISTIAN C. YEGEN SCHOLARSHIP FUND. Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University–New York Hospital School of Nursing.

EMMAJEAN STEEL FULLER FUND. This Fund, begun by the class of 1952 in memory of Emmajean Steel Fuller, a former member of the class, is available for an occasional scholarship.

FINANCIAL ASSISTANCE ADMINISTERED BY OUTSIDE SOURCES

NEW YORK STATE REGENTS SCHOLARSHIPS, GRANTS, AND LOANS

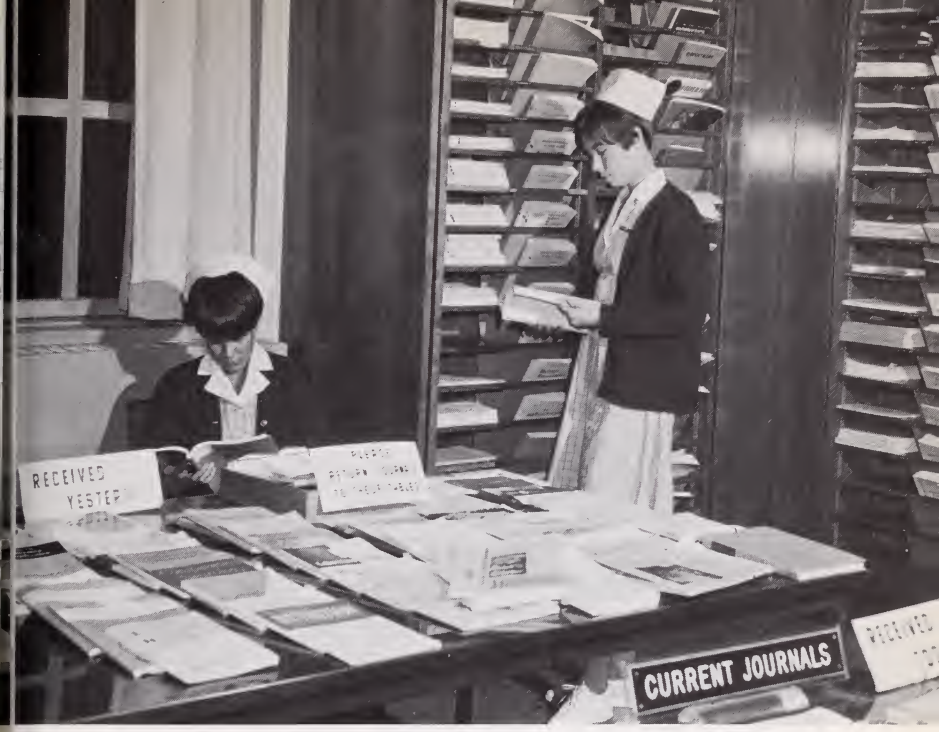
The following scholarships are available for residents of New York State. The applicant should apply through his high school principal while he is still a student in high school.

For more information on any of these, write to the State Education Department, University of the State of New York, Albany, New York 12224 requesting the leaflet *Opening the Door to College Study through the New York State Regents Scholarship Examination.*

REGENTS SCHOLARSHIPS FOR BASIC PROFESSIONAL EDUCATION IN NURSING. Amount, $200–$500 a year depending upon financial need, for a maximum of three years. Applicable only to period in the School of Nursing.

REGENTS COLLEGE SCHOLARSHIPS. Amount, $250–$700 a year depending upon financial need for a maximum of four years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS IN CORNELL. A tuition-reducing scholarship ranging in amount from $100 to $1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.



The facilities of the Samuel J. Wood Library are shared by faculty and students at the Medical Center.

REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS. Amount, $450 a year for four years. Applicable to first two years of college and to period in the School of Nursing.

NEW YORK HIGHER EDUCATION ASSISTANCE CORPORATION sponsors a program through which students may obtain loans from local savings banks.

SCHOLAR INCENTIVE PROGRAM. Grants of $100–$500 yearly, depending on need and tuition paid, with minimum yearly grant of $100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and those who are presently in college and maintain satisfactory academic performance.

ARMED SERVICES

ARMY AND NAVY NURSE CORPS STUDENT PROGRAMS. Students in the Basic Nursing Program may apply for appointments in the Army Student Nurse Program at the beginning of the junior year, or the Navy Nurse Corps Candidate Program at the beginning of the senior year. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for twenty-four months. If two years of support has been given, the student serves thirty-six months.

PUBLIC HEALTH NURSING, NEW YORK STATE DEPARTMENT OF HEALTH SCHOLARSHIP PROGRAM

Students interested in public health nursing may be eligible for New York State Public Health scholarships. The scholarships are administered in the form of a tax-free stipend paid biweekly directly to the student during the senior year of the program in nursing.

To be considered, the applicant must be recommended to the State Department of Health by the faculty of the School. In addition she must be willing and able to accept full-time employment for at least one year, beginning within one month following graduation in a local official health unit exclusive of the five boroughs of New York City.

Applications are available at the school and should be filed early in the second semester of the fourth year.

FACILITIES FOR INSTRUCTION

The facilities of The New York Hospital–Cornell Medical Center provide the setting for most of the learning experiences offered to students in the School of Nursing. These include classrooms, laboratories, clinical services, and libraries, set in an environment which promotes a spirit of inquiry. Additional learning experiences are provided through observations and practice in other community agencies.

CLINICAL FACILITIES

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital comprises five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both inpatients and outpatients, but also with facilities for teaching and the conduct of research. Many specialized clinical services are therefore available which are seldom found within a single organization. The Hospital has 1,100 beds and ninety clinics. Approximately 34,000 patients are hospitalized and 50,000 treated as outpatients each year. The conduct of research in all clinical departments gives the student an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in many studies depends to no small degree on the accuracy with which the nurse carries out tests and procedures and observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of neurology and metabolism; urology; ear, nose, and throat disorders; plastic- and neurosurgery; ophthalmology; and a fracture service. The Lying-In Hospital has a capacity of 163 adults and 77 newborns and provides for obstetric and gynecologic patients. Each year, nearly 4,000 babies are born in this Hospital. Since this Center was founded in 1932, over 100,000 babies have been born here.

The Department of Pediatrics includes 117 beds, with five floors for the care of infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offer opportunities for the nursing student to study the development and guidance of convalescent as well as sick children. All students have Nursery School experience. Here the student works with and observes the development of the well child and is thus better able to evaluate deviations in behavior which may accompany illness.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 108 patients, admitted from all socioeconomic groups and from all over the world. It is an intensive treatment center for psychotherapy, and its staff and resources are unusual. The student, therefore, has an opportunity to participate in the care of patients with a variety of psychiatric illnesses of all degrees.

The Outpatient Department with its ninety clinics provides opportunity for the study of a large number of patients who come for general health supervision, for diagnosis of disease, and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 230,000 patient visits are made to this Department. Students assist in diagnostic tests, in treatments, and in teaching self-care to patients. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of all experiences. Opportunity is provided for participation in the teaching of expectant parents through special classes and individual conferences and for study of the family approach to health maintenance and care of children.

Public Health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, and the Bureau of Public Health Nursing, New York City Health Department. These agencies provide opportunity for the student to learn the application of public health principles in both voluntary and official agencies.

Representatives of various governmental, voluntary, and coordinating agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and of community organization for human services.

THE LIBRARY

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of both the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the Library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photo-duplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

Basic skills are essential to provide nursing care for patients.

THE NURSING MAJOR
A PROFESSIONAL PROGRAM

Two nursing majors, each consisting of four semesters, are offered as separate programs by the School of Nursing. Both programs are based upon the philosophy that liberal arts courses can provide the foundation for the professional courses of the nursing major. In keeping with this philosophy, minimum course requirements in the humanities, social sciences, and natural sciences have been identified as prerequisites for both of the programs.

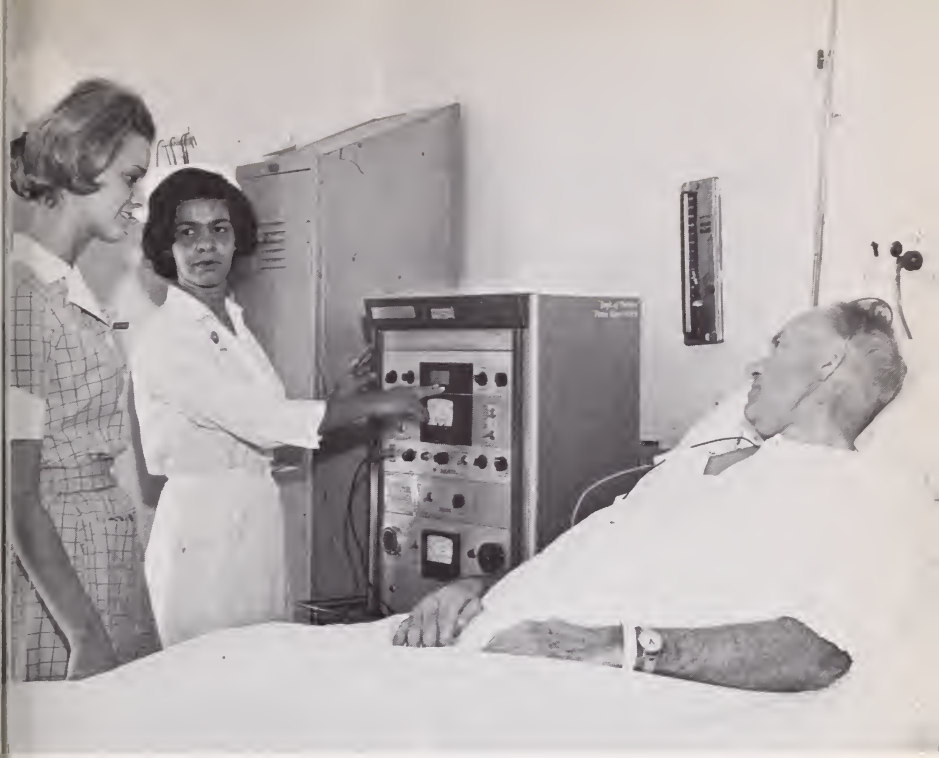
Program I leading to the degree of Bachelor of Science with a major in nursing is offered to students who have a minimum of sixty college credits prior to admission. An additional sixty-three credits are taken with the nursing major. Program II leading to the same degree consists of forty-nine credits and is offered for students who hold a baccalaureate degree in another field of study prior to admission.

Program I is planned so that the student has the opportunity to study the care of individuals and families moving from less complex situations to those testing his ability to provide leadership in the delivery of health services. Throughout the four semesters there is coordination of content in the biological and social sciences with the nursing courses.

During the first semester the student develops the skills necessary to meet the basic physical needs which the patient may be unable to meet himself. Consideration is given to the care of adults who present health problems requiring knowledge and skill in medical-surgical nursing. The content in this semester as well as that in the subsequent semesters is presented in lectures and seminars, learning laboratories, clinical laboratories, and through observational experiences.

The student may elect the sequence in which he takes the courses of the second and third semesters. In each of these semesters the student studies the patient in the hospital, the home, and the community. The content of one semester deals with the family in which the pregnant woman and the child provide the focus for the learning experiences. The alternate semester explores the needs of patients and families who are facing problems of physical and emotional illness. Emphasis is on mobilization of the patient and family toward optimum rehabilitation. The final semester provides the student with the opportunity to test his leadership ability. There is a guided experience in the independent study of a nursing problem.

In Program II, the role of the professional nurse in the delivery of health service is studied. The care of patients representing major problems in health and illness serves as a focus. Throughout the program, principles of biological science with social science, mental health, and public health are stressed in identifying the health services required and the nursing role. During the first two semesters, attention will be focused mainly on the acquisition of technical skills and identification of the role of the professional nurse in the care of patients with health problems which are acute and long term in nature. During the last two



The student evaluates a plan of care using the appropriate nursing actions.

semesters, the main focus is on two areas. One, the health problems influenced by components within the environment of the community, and the other, the opportunity for the student to apply his learning and skill in caring for groups of patients as a member of a multidisciplined health team. Throughout the program, the student has the opportunity to practice in a variety of settings ranging from the patient's home to the medical center. Although not specifically identified by course, content pertaining to medical-surgical, maternity, pediatric, psychiatric, and public health nursing will be included in the program. Enrollment in this program requires that the student will assume a major responsibility in his education and progress through self-directed study and active participation in the educational experience provided.

DESCRIPTION OF COURSES

NURSING COURSES (PROGRAM I-A)

251. MATERNAL-CHILD NURSING

Credit twelve hours. Fall and spring. Prerequisite: Nursing 151–152. Mrs. Strickland, chairman, and faculty.

A family-centered approach to meeting the nursing needs of mothers and children. Emphasis is placed on the promotion of optimum health in mothers and infants during the reproductive cycle; and the nursing needs of children, through adolescence, under stress in health or illness. Care of individuals in the hospital and the community will be studied.

253. MEDICAL-SURGICAL NURSING

Credit thirteen hours. Fall and spring. Prerequisite: Nursing 151–152. Mrs. Helfferich, chairman, and faculty.

-The student is guided in relating knowledge of disease processes to the mode of therapy and in developing ability to provide care in terms of individual needs. The various dimensions of the nursing role in the recognition, prevention, and treatment of disease, and in health teaching, supportive care, and preparation for rehabilitation are considered. The student gains experience in the nursing care of patients with common medical and surgical diseases.

350. PUBLIC HEALTH NURSING

Credit four hours. Two times each semester. Prerequisite: Nursing 251–253. Miss Peters, chairman, and faculty.

Designed to increase the student's ability to work with families whose health needs require nursing care within the home and community setting. Opportunity will be provided for the student to increase her awareness of nursing responsibility for coordination of community health services.

353. STUDIES IN NURSING DIMENSIONS

Credit five hours. Two times each semester. Prerequisite: Nursing 251–253. Mrs. Hugo, chairman, and faculty.

Focus is on the integration of nursing skills pertinent to the preventive, health maintenance, and rehabilitative implications of health care for individuals and groups. Emphasis is placed on the scientific study of patient care and the development of professional competencies needed in motivating for change. Opportunity is provided for experimenting with the delivery of services in a short-term contact to masses of patients.

360. NURSING: A PSYCHODYNAMIC APPROACH

Credit twelve hours. Fall and spring. Prerequisite: Nursing 251–253. Miss Keith, chairman, and faculty.

Focus is directed toward increasing the student's understanding of the nursing process and human behavior. The nursing process is studied using the tools of Nursing Assessment, Process Recording, and Student/Instructor Conferences. The study of human behavior is based on normal growth and development leading to a dynamic understanding of emotional disorders, group process, and self as a therapeutic tool. The student has the experience of caring for the adult psychiatric patient and to function in the general hospital as both a nursing team member and leader.

NURSING COURSES (PROGRAM I-B)

153. FOUNDATIONS OF NURSING

Credit ten hours. Fall. Miss Cotterell, chairman, and faculty.

Helps the student progress to a point where he is able to select and handle material used to provide nursing care to patients.

The student will be able to analyze selected health problems of the adult patient. Through this analysis he will be able to develop, carry out, and evaluate a plan of care using the appropriate nursing actions. These actions will be based upon comprehension and recognition of physiological and manifest psychological deviations, as well as sociological variations.

154. MATERNAL-CHILD NURSING

Credit ten hours. Spring. Prerequisite: Nursing 153. Mrs. Strickland, chairman, and faculty.

Designed to utilize a family-centered approach to meet the nursing needs of pregnant women, and the needs of children in health and illness, from birth through adolescence. Emphasis is given to the preventive aspects of illness. Mental health concepts are integrated throughout the course. Clinical experiences will be provided in the hospital and other community agencies.

155. NURSING FOR THE ACTIVATION OF POTENTIAL

Credit eleven hours. Spring. Prerequisite: Nursing 153. Mrs. Helfferich, chairman, and faculty.

Deals with learning the concepts and skills needed to work therapeutically with patients who have long term emotional and/or physical illnesses. It includes the care of patients with neuromuscular and behavioral disorders. Clinical experiences are offered in the home, extended care facility, and in a short and long term psychiatric setting.

250. TRANSITION NURSING

Credit twelve hours. (Not offered 1969–1970.) Prerequisite: Nursing 153, 154, 155. Miss Hazeltine and faculty.

Provides students with the opportunity to further develop their nursing competence and test their leadership ability in a selected health area. A guided experience in independent study is offered within the course.

Students recognize the right of the individual to attain and maintain his optimum state of health.

NURSING COURSES (PROGRAM II)

156. INTRODUCTION TO THE NURSING PROCESS: CARE OF THE GROWING FAMILY

Credit eight hours. Fall. Miss Bielski and faculty.

Designed to introduce the nursing process composed of assessment, planning, action, and evaluation. Experience provided for acquiring beginning technical competence; and to utilize the nursing process in caring for a growing family.

157. NURSING CARE OF PATIENTS WITH ACUTE AND LONG TERM HEALTH PROBLEMS

Credit ten hours. Spring. Prerequisite: Nursing 156. Miss Bielski and faculty.

The role of the nurse in the care of patients with sudden interruption to health and those with long term health problems will be studied. Consideration will be given to the health requirements of children and adults receiving services in a variety of settings such as the acute care facility and the home. The impact of these health problems on the individual and the society will be stressed and attention will be given to the planning required to deal with them.

256. COMMUNITY HEALTH

Credit ten hours. Fall. Prerequisite: Nursing 156–157. Miss Miller and faculty.

Focus is directed toward increasing students' understanding of the role of the professional nurse in the care of individuals and families whose health problems necessitate a comprehensive community approach. Included will be the basic principles of community health organizations, current and future trends in health care. Clinical experience in community health agencies, extended care facilities and psychiatric facilities will be provided.

257. NURSING CARE OF GROUPS OF PATIENTS IN DIFFERENT SETTINGS

Credit twelve hours. Spring. Prerequisite: Nursing 156–157, and 256. Miss Miller and faculty.

The role of the professional nurse on a multidisciplined health team concerned with the care of a group of patients with a variety of health needs will be studied.

SOCIAL SCIENCE AND RELATED COURSES (PROGRAM I-A)

105. SOCIAL SCIENCE AND HEALTH

Credit two hours. Fall. Prerequisite: one semester psychology, one semester sociology. Faculty: to be appointed.

Designed to increase students' understanding of the relevance and import of social science concepts which are an integral part of professional nursing. Particular emphasis is placed on social and cultural factors related to health and illness.

115. HISTORY AND TRENDS IN PROFESSIONAL NURSING

Credit two hours. Prerequisite: None. (Not offered 1969–1970.)

Designed to explore current trends in nursing based on an understanding of historical events that have contributed to the present status, and to develop a perspective which will facilitate professional development.

SOCIAL SCIENCE COURSES (PROGRAM I-B)

106. SOCIAL SCIENCE

Credit two hours. Fall. Prerequisite: psychology three credits, sociology three credits. Faculty: to be appointed.

Provides a basis for understanding communication as a verbal and nonverbal process. Major emphasis is upon developing awareness of the means of communication, overt and covert expressions of needs and wishes, language and body gesture.

107. SOCIAL SCIENCE

Credit two hours. Faculty: to be appointed.

Serves as a study of the theories of motivation and learning. Emphasis will be given to the nurse's utilization of these concepts in formulating therapeutic activities to assist the patient in reaching his potential.

108. SOCIAL SCIENCE

Credit three hours. Faculty: to be appointed.

The student is introduced to the basic skills needed for the critical evaluation of research material. Understanding statistical concepts and biostatistics are included in the course.

207. SOCIAL SCIENCE

Credit two hours. Faculty: to be appointed. (Not offered 1969–1970.)

The structure and function of both formal and informal social organizations are considered especially as they influence the work of the professional nurse in the delivery of health services.

NATURAL SCIENCE AND RELATED COURSES (PROGRAM I-A)

245. PUBLIC HEALTH

Credit three hours. Offered each semester concurrently with Nursing 350 and 353. Miss Peters and faculty.

Focus is on a study of community health needs, health care systems and trends in planning to meet these needs. It will encompass a study of the principles of epidemiology including biostatistics and their application to the investigation of health problems within the community.

NATURAL SCIENCE AND RELATED COURSES (PROGRAM I-B)

130. BIOLOGICAL SCIENCE

Credit four hours. Fall. Mrs. Stolar and faculty.

An introductory course designed to identify fundamental concepts of structure and function in the human organism.

Selected underlying anatomical and physiological disturbances that occur in man will be correlated with the Clinical Nursing course 153. Biochemical principles of metabolism, electrolytes, acid-base balance, blood and urine constituents are integrated.

131. BIOLOGICAL SCIENCE

Credit three hours. Spring. Mrs. Stolar and faculty.

A study of the reproductive cycle in man. The mechanisms of fertilization, the birth process, growth and maturation are included. Principles of heredity, general embryology and immunology are explored. The causes of mutations, detrimental mutations in man and medical genetics are surveyed.

This course will be correlated with the Clinical Nursing course 154.

132. BIOLOGICAL SCIENCE

Credit three hours. Spring. Mrs. Stolar and faculty.

Morpholic and functional study of the nervous system in man with special reference to interference of normal pathways. Neurone physiology, neuroanatomy, receptor physiology, neural pathways as a basis for integrative activity and neuromuscular relationships are included. Degenerative processes in basic tissues will also be explored.

Selected disturbances that occur in man will be correlated with the Clinical Nursing course 155.

246. PUBLIC HEALTH

Credit two hours. Faculty: to be appointed. (Not offered 1969–1970.)

A study of community health needs and designs for meeting these needs. Programs and organizations participating in the formal and informal community health structure will be examined using an epidemiologic framework.

NATURAL SCIENCE AND RELATED COURSES (PROGRAM II)

133. BIOLOGICAL SCIENCE

Credit three hours. Fall. Mrs. Stolar and faculty.

An introduction to the properties and physiological processes common to all animals, such as protoplasmic organization, permeability, metabolism, movement, reproduction and cell division.

134. BIOLOGICAL SCIENCE

Credit two hours. Spring. Mrs. Stolar and faculty.

A study of the cardiovascular-pulmonary dynamics in the human organism. Emphasis will be placed on interference of normal function, mechanisms involved in compensation, tissue changes and sequelae.

A study of the nervous system designed to identify fundamental concepts of sensory and motor phenomenon. Processes leading to sensory deprivation and loss of movement will be included.

135. BIOLOGICAL SCIENCE

Credit two hours. Fall. Mrs. Stolar and faculty.

A survey of the microorganisms detrimental to man. Morphology, physiology, distribution, pathogenicity and control will be included. This course is designed to acquaint the student with communicable diseases that are endemic in society. The correlation between disease patterns and social climate will be identified.

An introduction to the classification, characteristics, and pathogenesis of tumors. The histogenesis of neoplasms will be explored.

The student recognizes the importance of health care in the community.

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Verda F. Hickox, M.A., R.N., Professor Emeritus of Obstetrics and Gynecologic Nursing

Mary Klein, M.A., R.N., Professor Emeritus of Surgical Nursing

Margery T. Overholser, M.A., R.N., Professor Emeritus of Public Health Nursing

Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing

Veronica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing

Henderika J. Rynbergen, M.S., Professor Emeritus of Science

Agnes Schubert, M.S., R.N., Professor Emeritus of Pediatric Nursing

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Geraldine Glass, M.A., R.N., Supervisor, Pediatric Nursing Service
Kathleen Beatty, B.S., R.N., Supervisor, Pediatric Nursing Service
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Mary Richardson, R.N., Supervisor, Pediatric Nursing Service
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Tillie Cherhoniak, R.N., Supervisor, Surgical Nursing Service
Loretta Kilfoyle, M.A., R.N., Supervisor, Surgical Nursing Service
Ludvina Kroemer, B.S., R.N., Supervisor, Surgical Nursing Service
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Mary Ann Schmidt, B.S., R.N., Instructor, Practical Nursing Students

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Carolyn Diehl, M.D., School Physician
Ena Stevens-Fisher, R.N., Supervisor

* Leave of absence, 1969–70.

NURSERY SCHOOL

Eleanor Landsmann, M.A., Director, Pediatric Recreation Department

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Esther Mackereth, B.S., Director

OCCUPATIONAL AND RECREATIONAL DEPARTMENT

Joan Cavanaugh, O.T.R., Director, Occupational Therapy, Main Hospital
Margaret Stewart, O.T.R., Director, Occupational Therapy, Psychiatry
Grace Newberg, B.A., Director, Recreational Therapy, Psychiatry

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Helen A. Siegrist, B.A., Payne Whitney Clinic

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UNIVERSITY HEALTH SERVICES

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Alumnae Association

Anna-Maria Schaefer '56, President

Committee for Scholarships

Mrs. Maurice J. Fitzgerald, President

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Program I

Name	*Address*	*Transferred from:*
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Barone, Carmel Dea	Elmhurst, N.Y.	St. John's University
Battin, Carol Meredith	Upper Montclair, N.J.	Douglass College
Bird, Carita Ann	Plattsburgh, N.Y.	State University at Plattsburgh
Bloom, Barbara	Caldwell, N.J.	Ohio State University
Brannon, Nancy Ruth	Freeville, N.Y.	Cornell University
Browne, Susan Elizabeth	Flemington, N.J.	Douglass College
Bucher, Sister Anne Marie	Ossining, N.Y.	Mary Rogers College
Buckley, Kathleen Ann	St. Louis, Mo.	St. Mary's College
Buehler, Janet Stephens	Upper Montclair, N.J.	Elmira College
Burden, Betsy Aloha	Maui, Hawaii	Bradford Junior College
Butler, Sandra Ann	Manville, N.J.	Douglass College
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Christensen, Linda Marie	Plainville, Conn.	The King's College
Coombs, Barbara Schmid	Lemont, Ill.	Vassar College
Cooney, Mary Ellen	Mayfield, Pa.	Marywood College
D'Atri, Anne Teresa	Hartford, Conn.	St. Joseph College
Davis, Kristin Leigh	Geneva, N.Y.	Cornell University
DiLibero, Mary Rita	Blackstone, Mass.	Anna Maria College
DiMarco, Denise Lenore	Pelham Manor, N.Y.	Newton College of the Sacred Heart
Doubet, Dianne Jeanine	Niles, Ohio	DePauw University
Downey, Ann Mary	Rockville Centre, N.Y.	Mount St. Vincent College
Doyle, Mary Elizabeth	Pearl River, N.Y.	Mount St. Vincent College
Eaton, Bonita Ann	Staten Island, N.Y.	Wagner College
Fiske, Roberta Jean	Bethlehem, Pa.	Centenary College
Fitzgerald, Barbara Ann	Piscataway, N.J.	Hope College
Friend, Louise Virginia	Ithaca, N.Y.	Ithaca College
Gatzke, Gisele Alyce	Matamoras, Pa.	Seton Hill College
Gehman, Diane Elizabeth	Chattanooga, Tenn.	King College
Gilchrist, Lois Mc Candlish	Delhi, N.Y.	Muskingum College
Goulding, Christine Dawn	Billings, Mont.	Coe College
Gross, Pauline Elizabeth	Bedford, N.Y.	Houghton College
Hall, Katherine McBride	Bellevue, Wash.	University of Washington
Hargreaves, Sheryl Lee	Staten Island, N.Y.	William Smith College
Hill, Jeffrey Allen	Leonia, N.J.	Wittenberg University
Hoehn, Carole Jean	Pittsburgh, Pa.	Westminster College
Hogan, Kathleen Mary	New York, N.Y.	Hunter College
Horn, Linda Sue	Ft. Lauderdale, Fla.	University of Florida
Hunter, Aubrey Elizabeth	Kirkwood, Mo.	Cornell University
Jones, Kathryn Ann	Easton, Pa.	Lasell Junior College
Kase, Nina Beth	Forest Hills, N.Y.	Queens College
Keller, Eleanor Mulliken	Washington, D.C.	Bradford Junior College
Kelley, Linda Joan	Stuttgart, W. Germany	American College
Krohn, Rae Alice	Lebanon, Pa.	Cedar Crest College
Leavitt, Margaret Evelyn	Brooklyn, N.Y.	Packer Junior College
Leonard, Susan Jane	Barrington, R.I.	Wells College
Libutti, Paula Maria	Warwick, R.I.	Cornell University

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Lipfert, Linda	Hicksville, N.Y.	Concordia Junior College
Loehmann, Laura Jean	New York, N.Y.	Wilson College
Long, Patricia Ann	Douglaston, N.Y.	Queens College
Lydon, Maureen Mary	Fairlawn, N.J.	St. John's University
Magnusson, Elizabeth Anne	Yonkers, N.Y.	Concordia Junior College
Maltman, Gail I.	Scarsdale, N.Y.	University of Wisconsin
Mather, Constance Dawn	Princeton, N.J.	Cedar Crest College
Mc Conaughy, Dale Elizabeth	West Hartford, Conn.	Colby Junior College
McGurn, Patricia Alison	Southampton, N.Y.	Centenary College
Meikrantz, Gail Eileen	S. Williamsport, Pa.	Penn State University
Meyerhoefer, Janet	Stony Brook, N.Y.	Elmira College
Mulford, Charlotte Parry	Moorestown, N.J.	Cedar Crest College
Mulvaney, Sister Patricia Anne	Maryknoll, N.Y.	Mary Rogers College
Neus, Sister Maureen	Ossining, N.Y.	Mary Rogers College
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Nyren, Patricia Ann	Washington, D.C.	Immaculata Junior College
Pelle, Michele Elsie	Baldwin, N.Y.	Buena Vista College
Post, Lucinda Ann	Rye, N.Y.	Colby Junior College
Robbins, Joan Elizabeth	Ossining, N.Y.	Barnard College
Robinson, Susan Claire	Scarsdale, N.Y.	Eastern Baptist College
Savard, Sandra Marie	Harrisburg, Pa.	Mississippi Southern College for Women
Schneider, Lesley Ann	Eastchester, N.Y.	Ithaca College
Schultz, Carol Alice	Jacksonville Beach, Fla.	Pfeiffer College
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Steenburg, Barbara Ann	Binghamton, N.Y.	Pine Manor Junior College
Upton, Judith Neill	Ridgewood, N.J.	Skidmore College
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Vautravers, Mireille Mady	Forest Hills, N.Y.	Cornell University
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Wilska, Judith Ann	Old Chatham, N.Y.	Junior College of Albany
Woolbert, Ann	Trucksville, Pa.	Wilkes College
Wootten, Sister Mary Theresa	Dobbs Ferry, N.Y.	Mercy College

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Conklin, Anne Lawrence	Farmington, Conn.	Smith College
Culhane, Jennifer King	New York, N.Y.	Goucher College
Diamond, Adele Sondra	Wurtsboro, N.Y.	Cornell University
Engle, Jane	San Marino, Calif.	University of North Carolina
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Nagy, Sister Barbara	Paterson, N.J.	College of St. Elizabeth
Ryan, Sister Marie de Paul	Suffern, N.Y.	College of St. Elizabeth
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Stuart, Martha Jean	Baltimore, Md.	William Smith College
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Program I

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Arvai, Georgia Gail	Berlin, Conn.	Concordia Junior College
Austin, Patricia Harnish	Darien, Conn.	University of Dubuque
Bachwitt, Dian	S. Charleston, W. Va.	Washington University
Barber, Margaret Welles	Delmar, N.Y.	William Smith College
Bardin, Judith Aycock	Levittown, N.Y.	Northeastern University
Batson, Joan Henrietta	Brooklyn, N.Y.	St. John's University
Belmont, Mary Ferguson	Philadelphia, Pa.	University of Pittsburgh
Bender, Cynthia Lee	West Chester, Pa.	Lindenwood College
Bisset, Anne	Paramus, N.J.	Houghton College
Brophy, Joanne	New York, N.Y.	Thomas More College
Brown, Lillian	New York, N.Y.	Johnson College, Smith University
Cain, Susan Murry	Buffalo, N.Y.	Wells College
Campbell, Anne Elizabeth	Manchester, Conn.	St. Joseph College
Campo, John Robert	New York, N.Y.	Fordham University
Carotenuto, Jo-Ann	Brooklyn, N.Y.	Cedar Crest College
Carswell, Brenda Diane	Dover, N.H.	University of New Hampshire
Castellaneta, Diane Mary	Staten Island, N.Y.	Marygrove College
Clark, Florence Evelyn	New York, N.Y.	City College
Clark, Sandra Lee	Arkport, N.Y.	Houghton College
Connor, Doreen Ann	Riverside, R.I.	Albertus Magnus College
Cutugno, Christine Lynn	Perth Amboy, N.J.	Douglass College
Daniel, Sharyn E.	Auburn, N.Y.	Auburn Community College
Denton, Janet Elizabeth	Glendale, N.Y.	Houghton College
Devine, Constance Young	Longmeadow, Mass.	Centenary College
Drolshagen, Sister Jane	New York, N.Y.	Mary Rogers College
Edgar, Mari-Ellen	Royersford, Pa.	Juniata College
Egan, Barbara Ann	Rockville Centre, N.Y.	Mount St. Vincent College
Fernald, Dianne Kathleen	Lancaster, Pa.	Houghton College
Finkbiner, Jane Elva	Annville, Pa.	Elizabethtown College
Flynn, Mary Bridget	Brooklyn, N.Y.	St. Joseph's College
Fortenbacher, Joyce Caroline	Huntington Station, N.Y.	Concordia Junior College
Freedman, Brenna Susan	Fort Lee, N.J.	Stephens College
Gaillard, Captain Allimont	New York, N.Y.	Howard University
Getz, Nona Salager	Forest Hills, N.Y.	Southern Seminary Junior College
Givens, Janet Louise	Parsippany, N.J.	The King's College
Greenberg, Ida Lee	Brooklyn, N.Y.	Brooklyn College
Harnett, Virginia Catherine	Westfield, N.J.	Douglass College
Harris, Mary Jo	Fair Haven, N.J.	Marymount College
Hubicki, Sister M. Johnice	Danville, Pa.	Cabrini College
Humes, David D.	Woodland Hill, Calif.	Beloit College
Jenkins, John C.	New York, N.Y.	Waynesburg College
Johnston, Mary Anne G.	Flushing, N.Y.	Cornell University
Klein, Margaret Ann	Strafford-Wayne, Pa.	Stephens College
Kobliska, Synthea Maas	Williamsburg, Iowa	Iowa State University
Koerner, JoAnn Laura	Hampden, Mass.	Concordia Junior College
Libbey, Bonny	Waterford, Conn.	Vassar College
Lightner, Susan Collin	Mt. Hermon, Mass.	College of the Virgin Islands
Lull, Deborah Ann	Morris, N.Y.	The King's College
Mattingly, Sister Lelia Jane	Maryknoll, N.Y.	Mary Rogers College
Mayhew, Stella Ann	Canton, N.Y.	Cornell University

McDonald, Carol Frances	Fort Salonga, N.Y.	St. John's University
McGillis, Ruth Catherine	Saranac Lake, N.Y.	Mercy College
Merrow, Sherry Lynne	Peabody, Mass.	Colby Junior College
Nicklas, Anne	Hollidaysburg, Pa.	Juniata College
Osborne, Mary Elizabeth	Omaha, Neb.	Elmira College
Papera, Susan Phyllis	Caldwell, N.J.	Caldwell College
Patrick, Theresa Ann	Factoryville, Pa.	Keystone Junior College
Ralston, Ruth Hamilton	Slippery Rock, Pa.	Allegheny College
Reebel, Cheryl Lynn	Pittsburgh, Pa.	The King's College
Rogers, Sister Judith Ann	Maryknoll, N.Y.	Mary Rogers College
Rose, Janice Ruth	Hawthorne, N.J.	Centenary College
Rugis, Darlene	Passaic, N.J.	Eastern Baptist College
Sanders, Susan Iler	Eggertsville, N.Y.	Green Mountain College
Steinmetz, Karen Ruth	Buffalo, N.Y.	Green Mountain College
Trebeck, Kay Marion	Concord, N.H.	University of New Hampshire
Vecchiotti, Linda Jane	Briarcliff Manor, N.Y.	Marymount College
Weber, Annabelle Mary	New Britain, Conn.	Cornell University
Webster, Mary Elizabeth	South Berwick, Me.	Heidelberg College
Westbrook, Pamela Virginia	Closter, N.J.	Fairleigh Dickinson University
Wieder, Beatrice Helene	Brooklyn, N.Y.	Brooklyn College

REQUEST FOR INFORMATION OR APPLICATION

It is desirable that prospective applicants contact the School as early as possible so that they may receive assistance in planning their programs in college to gain the best possible background preparatory to entering the School of Nursing.

To receive information, fill out and return the form below. (The writer should include his zip code.)

- - - - - - - - - - - - - - -

Registrar
Cornell University–New York Hospital School of Nursing
1320 York Avenue, New York, New York 10021

Please place my name on your mailing list.

Name .....

Address .....

.....

Date of Birth .....

High School: name and location .....

.....

Date diploma received or expected .....

College: name and location .....

.....

Please send me an application blank for:

Program I (after two years of college) .....

Program II (after four years of college) .....

I wish to apply for admission in September .....
(Year)

FORM OF BEQUEST

Gifts or bequests to the School of Nursing may be made either to the Hospital or to the University with a request that they be used for the School of Nursing, as follows:

"I give and bequeath to The Society of the New York Hospital (or I give and bequeath to Cornell University) the sum of $..... for the Cornell University-New York Hospital School of Nursing."

If it is desired that a gift to the School of Nursing shall be made in whole or in part for any specific purpose in the program of the School, such use may be specified.

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CORNELL UNIVERSITY ANNOUNCEMENTS

The Cornell *Announcements* are designed to give prospective students and others information about the University. The prospective student should have a copy of the *Announcement of General Information;* after consulting that, he may wish to write for one or more of the following *Announcements:*

New York State College of Agriculture
College of Architecture, Art, and Planning
College of Arts and Sciences
Department of Asian Studies
Education
College of Engineering
School of Hotel Administration
New York State School of Industrial and Labor Relations
Center for International Studies
Officer Education (ROTC)
Summer Session

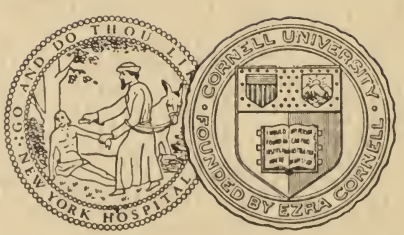
Undergraduate preparation in a recognized college or university is required for admission to certain Cornell divisions, for which the following *Announcements* are available:

Graduate School: Biological Sciences
Graduate School: Humanities
Graduate School: Physical Sciences
Graduate School: Social Sciences
Law School
Veterinary College
Graduate School of Business and Public Administration
Graduate School of Nutrition
Medical College (New York City)
Cornell University–New York Hospital School of Nursing (New York City)
Graduate School of Medical Sciences (New York City)

Requests for the publications listed above may be addressed to
CORNELL UNIVERSITY ANNOUNCEMENTS
Edmund Ezra Day Hall, Ithaca, New York 14850

(The writer should include his zip code.)

[Information about the New York State College of Human Ecology (formerly Home Economics) may be obtained by writing directly to the Committee on Admissions, Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14850.]


GO AND DO THOU LIKEWISE
NEW YORK HOSPITAL
CORNELL UNIVERSITY
FOUNDED BY EZRA CORNELL

Cornell University

Announcements

Cornell University–New York Hospital

School of Nursing

1970-71

CORNELL UNIVERSITY ANNOUNCEMENTS

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Cornell University

Cornell University–New York Hospital

School of Nursing

1970-71

1320 York Avenue
New York, New York 10021

Academic Calendar

	1970–71
Orientation, entering class, begins 9.00 a.m.	Th, Sept. 3
Orientation, entering class, ends 4:00 p.m.	F, Sept. 4
Labor Day holiday	M, Sept. 7
Registration, all classes, 9:00 a.m.–11:30 a.m.	T, Sept. 8
Fall term instruction begins, all classes, 1:00 p.m.	T, Sept. 8
Opening convocation, 4:00 p.m.	T, Sept. 15
Midsemester grades due, 5:00 p.m.	M, Nov. 2
Instruction suspended, 1:10 p.m.	W, Nov. 25
Thanksgiving recess	
Instruction resumed, 7:30 a.m.	M, Nov. 30
Fall term instruction ends, 5:00 p.m.	F, Dec. 18
Christmas recess	
Makeup period begins	M, Jan. 4
Makeup period ends	F, Jan. 8
Final examinations and evaluation period begins	M, Jan. 11
Final examinations and evaluation period ends, 12:00 noon	F, Jan. 15
Registration, all classes, 1:00 p.m.–3:30 p.m.	F, Jan. 15
Convocation, class of 1971—Program 1-A	S, Jan. 16
Midyear recess	S, Jan. 23
Spring term instruction begins, all classes, 9:00 a.m.	M, Jan. 25
Midsemester grades due	F, Mar. 19
Spring recess	S, Mar. 20
Instruction resumed, 7:30 a.m.	M, Mar. 29
Spring term instruction ends, 5:00 p.m.	F, May 14
Makeup period begins	M, May 17
Makeup period ends	F, May 21
Final examinations and evaluation begins	M, May 24
Final examinations and evaluation ends, 12:00 noon	F, May 28
Convocation and commencement	W, June 2

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The courses and curricula described in this *Announcement*, and the teaching personnel listed therein, are subject to change at any time by official action of Cornell University.

Cornell University–New York Hospital School of Nursing

History of the School

The Cornell University–New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing, one of the earliest nursing schools in the country. The School is part of the New York Hospital–Cornell Medical Center, which includes also the Cornell University Medical College and the various buildings of The New York Hospital extending from Sixty-eighth to Seventy-first Streets on the East River.

The Center is a joint undertaking of The Society of the New York Hospital and Cornell University, committed to a fourfold purpose in the (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and the (4) promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country, its Royal Charter having been granted in 1771, in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled, and on early maps the location was designated simply as "the Hospital."

Cornell University, with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company

New York Hospital-Cornell Medical Center, at Sixty-eighth Street and the East r, covers three city blocks (Sixty-eighth to Seventy-first Streets) and includes The York Hospital, the Cornell Medical College, and the Cornell University—New York pital School of Nursing.

and had devoted much thought to the good that might be done by giving his wealth to education. A second circumstance was the fact that the state of New York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864–65, a young senator named Andrew D. White, later to become the first President of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients; in 1799 Dr. Valentine Seaman, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of The Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the Medical Center was opened in 1932.

The health needs of the community and country have been the guiding force in the development of the School, which has modified its program to keep pace with these needs. Today, the work of the professional nurse requires much more self-direction and leadership ability than in the past and, in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

The Cornell University–New York Hospital School of Nursing Alumnae Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumnae Association became a part of the Cornell University Alumni Association.

Philosophy and Objectives

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

Philosophy

Education is a process which helps the individual to develop his potential so that he may function productively within existing and changing social systems. This is a dynamic process involving the active participation of the learner and the teacher. The school provides the environment in which the learner can test his abilities and evaluate his progress.

The liberal arts courses provide the foundation for the professional courses of the nursing major. The integration of these areas of content by the student enables him to understand himself, his social and physical environment, and the role of the professional nurse in society.

The professional nurse recognizes the right of the individual to attain and maintain his optimum state of health. He actively participates with individuals and families to establish and evaluate health goals and intervenes to alter these goals with appropriate action when necessary.

The professional nurse assumes responsibility for maintaining optimum standards for the planning and the delivery of nursing care. He is able to do this in a variety of settings not only as an individual but as a member of the interdisciplinary health team.

He recognizes the need to speak on both community and professional issues which are within his field of competence and assists in promoting the public interest in health by defining and clarifying health issues.

As a professional person he recognizes the need to continue to develop his personal and professional competence through the formal and informal educational structures which are best suited to his needs and abilities.

Objectives

Upon completion of the program the graduate will—

- function as a beginning level professional nurse practitioner in a variety of settings;
- use the intellectual skills of observation, assessment, planning, and evaluation to establish and implement nursing goals;
- understand how man functions in relationship to himself and others in health and sickness;
- apply principles of leadership in directing nursing care of patients;
- function as a colleague with members of an interdisciplinary team;
- possess a foundation for continuing professional development in nursing.

Accreditation

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

The School is registered by the State Education Department, Division of Professional Education of the University of the State of New York.

Admission

GENERAL STATEMENT. Students who have completed a minimum of sixty semester hours in a college of Cornell University, are in good standing, and meet health requirements may be admitted to the nursing major offered in New York City. Students may transfer to the School of Nursing after satisfactorily completing a minimum of sixty semester hours in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools.

It is the policy of Cornell University actively to support the American ideal of equality of opportunity for all, and no student shall be denied admission or be otherwise discriminated against because of race, color, creed, religion, or national origin.

General Requirements

AGE. Applicants are considered in light of their total qualifications.

HEALTH. The results of a physical examination must be submitted at the time of application. A dental examination is required before admission.

PERSONAL QUALIFICATIONS. Candidates are selected whose credentials indicate good health, maturity, and ability to work with people. A personal interview is considered an important part of the application procedure. Program I applicants are expected to have an interview at the School unless distance makes this unfeasible. Applicants for Program II are required to have a personal interview at the School.

Educational Requirements—Program I

Students considering transfer to the School of Nursing after two years of college should consult with advisers in their colleges when they register in order to plan programs which will meet the admission requirements for this School. Selection of an institution in which to enroll for the first two years of college is not dependent upon its offering a prenursing program. No nursing or prenursing courses are required for admission to this School.

Guideline for Distribution of Courses Required for Transfer to Program I

Applicants are encouraged to meet the entrance criteria as far as possible, but records will be reviewed on an individual basis and adjustments will be made.

Communication—6 credits (Composition, Public Speaking or Speech)

Humanities—20–30 credits (Art, Language, Literature, Music, Philosophy, Religion)

Natural Science and Mathematics—12 credits (Mathematics, Biology, Chemistry, Physics) One full year of high school chemistry or biology in which the applicant has achieved a satisfactory grade will be considered as meeting one of the science prerequisites.

Social Science and History—12–22 credits (Sociology, 3 credits required; Psychology, 3 credits required; Political Science, Anthropology, Economics)

Educational Requirements—Program II

Persons who hold or are to be awarded a baccalaureate degree by an accredited senior college or university may be considered for admission to this program of the nursing major. Applicants to this program will be required to take Graduate Record Examinations and may be required to take selected proficiency examinations.

Distribution of Courses Required[1] for Admission to Program II

Humanities —10 credits
Natural Science — 8 credits
Social Science —10 credits

Applicants for either program who have not met the course requirements but who have a good college record are encouraged to consult the director of admissions relations to have their college record evaluated.

Application

Application forms should be requested from the Office of the Registrar, Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021.

Applications are accepted as long as there are vacancies in the entering class for either Program I or II.

Applicants to Program I are encouraged to submit their credentials during the second semester of the first year in college. If the credentials, including scores of standardized tests and a transcript covering one year of college work, are satisfactory, the applicant will be accepted and a place held pending satisfactory completion of the college courses and continued good health.

Applicants for Program II are encouraged to submit their credentials during the fall or winter prior to the anticipated date of admission, since the enrollment to this program is limited.

1. If these courses were not taken as part of the requirements for the first baccalaureate degree the applicant must make up the deficiencies before completing the nursing major.

Academic Standing and Grades

The Academic Standards Committee, composed of three members of the faculty from each year of the program and the dean or her designate, meets at least two times each year to review the academic records of students in the School. This Committee recommends to the faculty the promotion of all students as well as the candidates for the degree of Bachelor of Science. The degree is awarded to students who have attained a minimum cumulative average of 2.0 and have no grade of F nor an incomplete in any of the courses in the nursing major.

It is the responsibility of this Committee to recommend students for the Dean's List and to recommend the members of the graduating class who will receive their degrees "with distinction." Students with a semester average of 3.25 or better qualify for the Dean's List. Students with a cumulative average of 3.25 or better may graduate "with distinction."

Students who are in danger of receiving a grade of D or F in a course are notified at midsemester in order to give them the opportunity to seek guidance in their work during the remainder of the semester.

A student who receives a semester grade of F or an Incomplete in a required course will be considered on an individual basis regarding his continuation in the School. A student who receives an I (Incomplete) in a course is required to complete the course within one year unless it is prerequisite to another course. In this instance, it must be completed before registering for the subsequent course. A student who does not attain the required cumulative average for a semester will remain in the school on academic warning for one semester. If, at the end of the semester, his cumulative average has not reached the level required for the semester he is registered for, he will be required to withdraw from the school.

The established pattern of grading is based on a system of quality points with equivalent letter and percentage grades.

Quality Point	*Percentage Grade*	*Letter Grade*
3.5–4.0	90–100%	A (4.0)
2.5–3.4	80–89%	B (3.0)
1.5–2.4	70–79%	C (2.0)
0.5–1.4	60–69%	D (1.0)
0.0	below 59%	F (0.0)

The minimal cumulative averages for satisfactory progression in the school are as follows:

Semester	*Cumulative Average*
1st	1.6
2nd	1.8
3rd	2.0
4th	2.0

Note: Students who entered the School in September 1968 must maintain a 2.0 average during the fall semester in order to complete the program in January 1971.

The faculty of the School of Nursing reserve the privilege of retaining only those students who, in their judgment, satisfy the requirements of scholarship, health, and personal suitability for professional nursing. The record of any student whose suitability for nursing is questioned, or whose cumulative average does not meet the minimal standards of the School, is reviewed by the Academic Standards Committee. The student may be seen by either his academic adviser or the dean in order to establish a plan for his future. A student may be asked to withdraw without previously having been on academic warning.

Parents and guardians do not receive regular notice of the student's grades. However, they are advised when a student is placed on academic warning or is asked to withdraw from the School.

A student is eligible for honorable withdrawal at any time he may elect to leave if his academic and personal record meet the standards of the School and if his financial record has been cleared in the Office of the Dean.

Sigma Theta Tau

In 1968 the School received a charter for the Alpha Upsilon chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the Society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. Finally, it is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the Honor Society.

Students who have completed one-half of the nursing major with a cumulative average of 3.0 or better are considered for induction. In addition to demonstrated superior scholastic achievement a candidate must give evidence of professional leadership potential and possess desirable personal qualifications.

Degree

The degree of Bachelor of Science is granted by Cornell University. In order to qualify for the degree, the student must have attained a minimum cumulative average of 2.0 for the total program and must have completed satisfactorily all of the theory and clinical laboratory outlined in this *Announcement* or required by decision of the faculty.

In keeping with practice throughout the University, students in the School of Nursing may be granted the degree of Bachelor of Science with distinction. To qualify for this honor the student must have maintained a cumulative average of 3.25 and must possess personal characteristics consistent with effective professional practice.

State Registration for Graduates

Graduates of the School are urged to take the State Board examination for licensure which is administered by the Regents of the state of New York. Each graduate is expected to take the first examination for licensure which is administered after he has completed the Program. Graduates who plan to work outside of New York State should determine whether that state has a mandatory licensure law. If so, the graduate is urged to establish a date of employment based upon his expected date of licensure. Satisfactory completion of this examination licenses the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Office of the Registrar during the final semester in which the student is registered in the School.

General Information

School Government

Any student entering this School is automatically a member of the student organization. The functions of this organization are: to enhance the professional education of the individual student through cooperation with fellow students and faculty; to encourage in the student body maturity in matters of scholarship and personal conduct; to provide an all-inclusive organization through which business pertaining to the whole body of students may be transacted; and to foster an attitude of involvement in student life and development in this nursing program.

Residence

In general the School of Nursing is considered a resident school within the limits of its facilities. The Nurses' Residence has facilities for unmarried, female students who are expected to live in unless a request to live out is made in writing. The request must be accompanied by a letter from a parent or guardian indicating knowledge and approval of the plan to live outside of the Residence. Single male students will be assisted to find housing within a reasonable distance of the school. Unfortunately married students cannot be guaranteed the same kind of assistance. Therefore, married students are urged to assume the responsibility for finding living facilities in the metropolitan area. Married women may live in the Residence, as long as they comply with regulations for living and pay the residence fee required of all female students.

All students who live outside of the Residence must keep the Office of the Registrar informed of his or her correct address and telephone number. Each one is expected to maintain a mailbox in the Nurses' Residence, which he is responsible for checking once each day. The *Student Handbook* should be checked for details of rules governing students who live in the Residence and those who do not. The *Student Handbook* also has information regarding the facilities of the Residence.

Recreational Facilities

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.

A social committee is responsible for a full and varied social calendar,

EVEN NUMBERED ROOMS

which includes such activities as dances, skating parties, coffee hours, and suppers. Other activities in which students may participate are the yearbook and singing groups. The director of student relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

Health Services

Good health is of the utmost importance and students have readily available a well-organized health service maintained in cooperation with the Personnel Health Service of The New York Hospital.

A physical examination by a physician from the Personnel Health Service, a tuberculin test, and a chest x ray are required upon admission. Subsequently, the student has either a chest x ray or tuberculin test every six months. Elective surgery and dental work are not included and, if not taken care of before admission to the School, must be done during vacations.

Students who are ambulatory, with short-term minor illnesses, may receive meals in their rooms in the Nurses' Residence on recommendation of the physician in Personnel Health Service. Medical supervision is provided through the Personnel Health Service. If students are more seriously ill, they are cared for in The New York Hospital within the limits of the Hospital's policy on admissions and bed usage. The Hospital reserves the right to collect all hospitalization benefits available from insurance companies, Associated Hospital Service or other third parties. Expenses for private nurses, transfusions, and personal items are borne by the student.

If, in the opinion of the School authorities, the condition of a student's physical or emotional health makes it unwise for him to remain in the School, he may be required to withdraw, either temporarily or permanently, at any time.

Counseling Services

The School maintains active counseling services which are available to any student who needs assistance, either in connection with routine matters that may come up in her work in the School or in connection with special personal problems.

The Director of Student Relations assists students in every way possible in their educational, personal, and social adjustment. She also cooperates with the faculty in helping the students in these areas and directs the students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

Group therapy is available to assist students whose effectiveness and adjustment are impaired by personal concerns.

Dean's List is posted by the registrar each semester.

Expenses

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, and deposits, and related charges for services provided by the School. The second category includes living costs and items of personal expense. To help students estimate individual expenses the following table should be consulted.

Estimated Total Expenses

Although expenses, excluding tuition, fees, and room, vary for the individual students, the budget is estimated for those who plan to be resident students. Applicants and students who intend to become non-resident students should write to the Chairman, Financial Assistance Committee, for the commuting student's adjusted budget.

The following figures are for the academic year.

Item	*Estimate*
Tuition	$1,400
General Fee (includes library, laboratory and health fees)	350
Room	500
Meals	900
Books, supplies	200
Clothing, laundry, cleaning	300
Incidentals, recreation	300
Transportation (including vacations)	

Uniforms. In addition to the estimated budget, entering students should allow approximately $200 in their budget for uniform supplies.

Fees

APPLICATION FEE. (For applicants registered in a general education program.) A fee of $15 must accompany the application for first admission.

TRANSFER FEE. (For applicants registered in a baccalaureate nursing program). A fee of $25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this School.

REINSTATEMENT FEE. (For students previously registered in this school). A fee of $10 will be charged to evaluate the record of a former student seeking to reregister in this School.

ACCEPTANCE FEE. A nonrefundable fee of $50 must be paid by each person at the time he is notified of his tentative acceptance in the school.

SPECIAL FEES:

Late registration fee. A fee of $5 is charged to each late registrant. Tutoring fee. To be established on an individual basis.

Payment of Bills

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable the first day of each semester, unless special arrangements have been made with the School. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Provision is made for the payment of bills during the registration period at the beginning of each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the School during the course of a semester. In this case, one-half of the amount of the grant is to be reimbursed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to School charges but may not be claimed as an exemption from the bill.

New York State scholarships and incentive awards may not be claimed as an exemption from the tuition and/or fee bill since the State prepares individual checks, which are payable to the student, and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and/or fees are due. When an extension of time for payment of part or all of the tuition and/or fees is granted, based on a New York State award, it is with the understanding that should the State for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

In order for a student to remain in good standing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangements made for the future repayment of loans.

Students who have questions regarding their bills, or the payment of grants or loans after the registration period should see the administrative assistant in NR-210.

Refunds

Part of the tuition and General Fee will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of 10 percent per week on all charges, as of the first day of the semester. No refund will be made after the midsemester.

Financial Assistance

In general, students plan to meet the cost of their education by the use of previous earnings (savings and summer employment), present earnings (semester employment), and future earnings (loans). To the extent that is possible, parents are expected to contribute to the cost of a student's education.

The Cornell University–New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service by March 15 designating Cornell University–New York Hospital School of Nursing as one of the recipients. The Parents' Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described in the next section of this *Announcement*. These are assigned on the basis of need rather than academic rating.

Loans are available from a fund established jointly by the School and the Federal government under the terms of Part B of Public Law 88–581, Nurse Training Act, of 1964. No more than $1,500 may be borrowed by a student during an academic year. The Health Manpower Act of 1968, enacted by the Ninetieth Congress, amended the original act to include scholarship grants as well as loans. To be eligible for either a grant or a loan, a student must intend to be enrolled full time and demonstrate the need for financial assistance. In addition, he must be a citizen or national of the United States, or have such immigration status and personal plans as to justify the conclusion that he intends to become a permanent resident of the United States.

Students who have completed one semester of the nursing major and who are receiving financial assistance may be employed by the Division of Nursing Service of The New York Hospital. Students who are employed by Nursing Service must purchase white uniforms because the official School uniform may not be worn during periods of employment.

APPLICATION FOR FINANCIAL ASSISTANCE. An entering student who will need financial assistance during her third year should return the Financial Assistance Application with her application form. This will be forwarded to the chairman of the Financial Assistance Committee. The Parents' Confidential Statement should be filed through the College Scholarship Service

by March 15 of the year the applicant anticipates her admission to the School of Nursing.

Students enrolled in the School who expect to register for the next academic year and who anticipate the need for any form of financial assistance, should make appointments to see the chairman of the Financial Assistance Committee before February 15. All students receiving financial assistance will be seen by the chairman of the Committee during the fall semester to review their awards. Students who may or may not be receiving financial assistance and whose family situations change during an academic year, should feel free to discuss their problems with the chairman of the Committee.

Financial Assistance Administered by the School

FUND OF THE COMMITTEE FOR SCHOLARSHIPS. A fund, established and maintained by a committee of women interested in the School of Nursing, to assist young women who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

ALLSTATE FOUNDATION GRANT. A grant is made available to the School each year to assist a student throughout the program.

THE SWITZER FOUNDATION GRANT. A grant of $1,200 is made available to the School each year. This grant is intended to assist a student who is an American citizen living within fifty miles of New York City and who has financial need.

DAVISON/FOREMAN FOUNDATION GRANT. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

WOMAN'S FLORIST ASSOCIATION, INC. SCHOLARSHIP. Under a scholarship plan established in 1949 by the Woman's Florist Association, Inc., a nursing student who has satisfactorily completed one year of her nursing major is eligible for a scholarship not to exceed the sum of $200. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

CORNELL WOMEN'S CLUB OF NEW YORK. In the spring of the year a scholarship is made available by the group for the ensuing school year. It is awarded either to an entering student or a student enrolled in the School.

VIVIAN B. ALLEN SCHOLARSHIP FUND. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc., income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

JULIETTE E. BLOHME SCHOLARSHIP FUND. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E.

Blohme of the class of 1922 through a gift of $6,000, the interest on which may be used in whole or in part each year.

SAMUEL J. MORITZ SCHOLARSHIP FUND. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

THE CHRISTIAN C. YEGEN SCHOLARSHIP FUND. Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University–New York Hospital School of Nursing.

EMMAJEAN STEEL FULLER FUND. This fund, begun by the class of 1952 in memory of Emmajean Steel Fuller, a former member of the class, is available for an occasional scholarship.

Financial Assistance Administered by Outside Sources

New York State Regents Scholarships, Grants, and Loans

The following scholarships are available for residents of New York State. The applicant should apply through his high school principal while he is still a student in high school.

For more information on any of these, write to the State Education Department, State University of New York, Albany, New York 12224 requesting the leaflet *Opening the Door to College Study through the New York State Regents Scholarship Examination.*

REGENTS SCHOLARSHIPS FOR BASIC PROFESSIONAL EDUCATION IN NURSING. Amount, $200–$500 a year depending upon financial need. Applicable only to period in the School of Nursing.

REGENTS COLLEGE SCHOLARSHIPS. Amount, $250–$1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS IN CORNELL. A tuition-reducing scholarship ranging in amount from $100 to $1,000 a year depending upon financial need for a maximum of five years. Applicable to first two years of college and to period in the School of Nursing.

REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS. Amount, $450 a year for four years. Applicable to first two years of college and to period in the School of Nursing.

NEW YORK HIGHER EDUCATION ASSISTANCE CORPORATION sponsors a program through which students may obtain loans from local savings banks.

SCHOLAR INCENTIVE PROGRAM. Grants of $100–$500 yearly, depending on need and tuition paid, with minimum yearly grant of $100. For those

students who demonstrate a capacity to pursue a degree and plan to attend college, and those who are presently in college and maintain satisfactory academic performance.

Armed Services

ARMY AND NAVY NURSE CORPS STUDENT PROGRAMS. Students in the Basic Nursing Program may apply for appointments in the Army Student Nurse Program, six to eight weeks prior to entrance, or to the Navy Nurse Corps Candidates Program prior to March 1 for fall entrance. The student must have had receipt of acceptance to Cornell University–New York Hospital School of Nursing before the applications will be considered. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for twenty-four months. If two years of support has been given, the student serves thirty-six months.

Public Health Nursing, New York State Department of Health Scholarship Program

Students interested in public health nursing may be eligible for New York State Public Health scholarships. The scholarships are administered in the form of a tax-free stipend paid biweekly directly to the student during the senior year of the program in nursing.

To be considered, the applicant must be recommended to the State Department of Health by the faculty of the School. In addition the applicant must be willing and able to accept full-time employment for at least one year, beginning within one month following graduation in a local official health unit exclusive of the five boroughs of New York City.

Applications are available at the school and should be filed early in the second semester of the fourth year.

Facilities for Instruction

The facilities of The New York Hospital–Cornell Medical Center provide the setting for a considerable portion of the learning experiences offered to students in the School of Nursing. These include classrooms, laboratories, clinical services, and libraries, set in an environment which promotes a spirit of inquiry. Additional learning experiences are provided through observations and practice in community agencies and other health service agencies.

Clinical Facilities

The clinical facilities of The New York Hospital provide unusual opportunity for the care and study of patients. The New York Hospital comprises five clinical departments, largely self-contained. Each of these is provided not only with facilities adequate in every way for the care of both inpatients and outpatients, but also with facilities for teaching and the conduct of research. Many specialized clinical services are therefore available which are seldom found within a single organization. The Hospital has 1,100 beds and ninety clinics. Approximately 34,000 patients are hospitalized and 50,000 treated as outpatients each year. The conduct of research in all clinical departments gives the student an opportunity to become increasingly aware of the part which the nurse must be prepared to play in research projects. Authenticity of the findings in many studies depends to no small degree on the accuracy with which the nurse carries out tests and procedures and observes and records reactions.

The Medical and Surgical Departments include, in addition to general medicine and general surgery, pavilions devoted to the specialties of neurology and metabolism; urology; ear, nose, and throat disorders; plastic- and neurosurgery, and ophthalmology. The Lying-In Hospital has a capacity of 163 adults and 77 newborns and provides for obstetric and gynecologic patients. Each year, nearly 4,000 babies are born in this Hospital. Since this Center was founded in 1932, over 100,000 babies have been born here.

The Department of Pediatrics includes 117 beds, with five floors for the care of infants, older children, and premature babies. Facilities for the recreation of convalescent children and the services of an occupational therapist offer opportunities for the student to study the development and guidance of convalescent as well as sick children.

The Payne Whitney Clinic for psychiatric care has a bed capacity of 108 patients, admitted from all socioeconomic groups and from all over the world. It is an intensive treatment center for psychotherapy, and its staff and resources are unusual. The student, therefore, has an opportunity to participate in the care of patients with a variety of mental health problems.

The student evaluates a plan of care using the appropriate nursing actions.

The Outpatient Department with its ninety clinics provides opportunity for the study of a large number of patients who come for general health supervision, for diagnosis of disease, and for treatment of disease that can be conducted on an ambulatory basis. Each year more than 230,000 patient visits are made to this Department. Arrangements for continuity of care through use of referrals to public health nursing agencies are an essential part of all experiences. Opportunity is provided for participation in the teaching of expectant parents through special classes and individual conferences and for study of the family approach to health maintenance and care of children.

Public health nursing field experience is provided in the following agencies: the Visiting Nurse Service of New York, the Visiting Nurse Association of Brooklyn, and the Bureau of Public Health Nursing, New York City Health Department. These agencies provide opportunity for the student

to learn the application of public health principles in both voluntary and official agencies.

Representatives of various governmental, voluntary, and coordinating agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and of community organization for human services.

The Library

The library, in the Samuel J. Wood Library and Research Building, is shared by the students and the faculties of both the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the Library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photoduplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

The Nursing Major: A Professional Program

Two nursing majors, each consisting of four semesters, are offered as separate programs by the School of Nursing. Both programs are based upon the philosophy that liberal arts courses can provide the foundation for the professional courses of the nursing major. In keeping with this philosophy, minimum course requirements in the humanities, social sciences, and natural sciences have been identified as prerequisites for both of the programs.

Each student entering the School is expected to complete the entire program for which he is enrolled. In order to be eligible for the degree from Cornell the last year must be spent in full-time study in one of these programs. The faculty reserves the right to make changes in the curriculum which it believes are in keeping with the changing health needs of society or the best interests of the student and the School.

Program I

Program I leading to the degree of Bachelor of Science with a major in nursing is offered to students who have a minimum of sixty college credits prior to admission. An additional sixty-three credits are taken with the nursing major.

Program I is planned so that the student has the opportunity to study the care of individuals and families moving from less complex situations to those testing his ability to provide leadership in the delivery of health services. Throughout the four semesters there is coordination of content in the biological and social sciences with the nursing courses.

During the first semester the student develops the skills necessary to meet the basic physical needs which the patient may be unable to meet himself. Consideration is given to the care of adults who present health problems requiring knowledge and skill in medical-surgical nursing. The content in this semester as well as that in the subsequent semesters is presented in lectures and seminars, learning laboratories, clinical laboratories, and through observational experiences.

The student may elect the sequence in which he takes the courses of the second and third semesters. In each of these semesters the student studies the patient in the hospital, the home, and the community. The content of one semester deals with the family in which the pregnant woman and the child provide the focus for the learning experiences. The alternate semester explores the needs of patients and families who are facing problems of physical and emotional illness. Emphasis is on mobilization of the patient and family toward optimum rehabilitation. The final semester provides the student with the opportunity to test his leadership ability.

Program II

Program II, leading to the degree of Bachelor of Science with a major in nursing is offered to students who hold a baccalaureate degree in another field of study prior to admission.

In Program II, the role of the professional nurse in the delivery of health service is studied. The care of patients representing major problems in health and illness serves as a focus. Throughout the program, principles of biological science with social science, mental health, and public health are stressed in identifying the health services required and the nursing role. During the first two semesters, attention will be focused mainly on the acquisition of technical skills and identification of the role of the professional nurse in the care of patients with health problems which are acute and long term in nature. During the last two semesters, the main focus is on two areas. One, the health problems influenced by components within the environment of the community, and the other, the opportunity for the student to apply his learning and skill in caring for groups of patients as a member of a multidisciplined health team. Throughout the program, the student has the opportunity to practice in a variety of settings ranging from the patient's home to the medical center. Although not specifically identified by course, content pertaining to medical-surgical, maternity, pediatric, psychiatric, and public health nursing will be included in the program. Enrollment in this program requires that the student will assume a major responsibility in his education and progress through self-directed study and active participation in the educational experience provided.

e student's room in the residence is a place for both study and relaxation.

Program I: Plan of the Nursing Major

FALL SEMESTER
Third Year

Course	Credit Hours
106. Social Science	2
130. Biological Science	4
153. Foundations of Nursing	10
	16

SPRING SEMESTER
Third Year

Course	Credit Hours
107. Social Science	2
*131. Biological Science	3
*154. Maternal-Child Nursing	10
	15

FALL SEMESTER
Fourth Year

Course	Credit Hours
108. Social Science	3
†132. Biological Science	3
†155. Nursing for the Activation of Potential	11
	17

SPRING SEMESTER
Fourth Year

Course	Credit Hours
207. Social Science	2
246. Public Health	2
250. Transition to Nursing Practice	12
	16

*One half of the class will elect these courses for the fall semester of the fourth year.
†One half of the class will elect these courses for the spring semester of the third year.

Program I: Description of Courses

Nursing Courses

153 Foundations of Nursing. Fall. Credit five hours theory, five hours laboratory. Miss Cotterell, chairman, and faculty.

Provides an introduction to the nursing process and integrates the skills necessary for the student to provide nursing care to patients.

The student will be able to analyze selected major health problems of the adult patient. Through this analysis he will be able to develop, carry out, and evaluate a plan of care using the appropriate nursing actions. These actions will be based upon comprehension and recognition of physiological and manifest psychological deviations, as well as sociological variations.

Prerequisite course to Maternal and Child Health and Nursing for the Activation of Potential.

154 Maternal-Child Nursing. Fall and spring. Prerequisite: Nursing 153. Credit five hours theory, five hours clinical laboratory. Mrs. Strickland, chairman, and faculty.

Designed to utilize a family-centered approach to meet the nursing needs of pregnant women, and the needs of children in health and illness, from birth through adolescence. Emphasis is given to the preventive aspects of illness. Mental health concepts are integrated throughout the course. Clinical experiences will be provided in the hospital and other community agencies.

155 Nursing for the Activation of Potential. Fall and spring. Prerequisite: Nursing 153. Credit six hours theory, five hours clinical laboratory. Mrs. Helfferich, chairman, and faculty.

Deals with the concepts and skills needed to work therapeutically with patients who have long term emotional and/or physical illnesses. It emphasizes the behavioral approach toward the care of patients with neuromuscular and psychotic disorders. Clinical experiences are offered in the home, extended care facility, and in a psychiatric setting.

250 Transition to Nursing Practice. Spring. Prerequisite: Nursing 153, 154, 155. Credit five hours theory, seven hours clinical laboratory. Mrs. Hugo, chairman, and faculty.

Provides students with the opportunity to further develop in selected health areas. The study of current and projected trends in nursing will serve as a basis for exploring the responsibilities of the professional nurse to himself, his profession, and society.

Social Science Courses

106 Social Science. Fall. Prerequisite: psychology, three credits; sociology, three credits. Credit two hours. Miss Leftoff.

Aspects of communication will be examined with respect to nurse-to-nurse and nurse-to-patient interactions. Behavior of both patient and nurse will be analyzed in terms of overt and covert meanings and dynamics.

107 Social Science. Spring. Credit two hours. Miss Leftoff.

Learning and motivation will be studied in relationship to the development of the individual. The relationship of these concepts to environmental factors (such as early environments and child-rearing situations) will also be emphasized.

108 Social Science. Fall. Credit three hours. Miss Leftoff.

The student is introduced to the basic skills needed for the critical evaluation of research material. Understanding statistical concepts and biostatistics are included in the course.

207 Social Science. Spring. Credit two hours. Miss Leftoff.

The structure and function of both formal and informal social organizations are considered especially as they influence the work of the professional nurse in the delivery of health services.

Natural Science and Related Courses

130 Biological Science. Fall. Credit four hours. Dr. Rubenstein.

An introductory course designed to identify fundamental concepts of structure and function in the human organism.

Selected underlying anatomical and physiological disturbances that occur in man will be correlated with the Clinical Nursing course 153. Biochemical principles of metabolism, electrolytes, acid-base balance, blood and urine constituents are integrated.

131 Biological Science. Fall and spring. Credit three hours. Dr. Rubenstein.

A study of the reproductive cycle in man. The mechanisms of fertilization, the birth process, growth and maturation are included. Principles of heredity, general embryology and immunology are explored. The causes of mutations, detrimental mutations in man and medical genetics are surveyed.

This course will be correlated with the Clinical Nursing course 154.

132 Biological Science. Fall and spring. Credit three hours. Mrs. Stolar.

Morpholic and functional study of the nervous system in man with special reference to interference of normal pathways. Neurone physiology, neuroanatomy, receptor physiology, neural pathways as a basis for integrative activity and neuromuscular relationships are included. Degenerative processes in basic tissues will also be explored.

Selected disturbances that occur in man will be correlated with the Clinical Nursing course 155.

246 Public Health. Spring. Credit two hours. Public Health Nursing faculty.

A study of community health needs and designs for meeting these needs. Programs and organizations participating in the formal and informal community health structure will be examined using an epidemiologic framework.

Program I-A: Plan of the Nursing Major

The courses of this program are being offered for the last time during the summer and fall of 1970, for those students who are eligible to complete the nursing major in January 1971.

SUMMER SESSION
Fifth Year

Course	*Credit Hours*
360. Psychiatric Nursing	6
	6

FALL SEMESTER
Fifth Year

Course	*Credit Hours*
245. Public Health	3
361. Transition Nursing	12
	15

Program I-A: Description of Courses

245 Public Health. Fall. Credit three hours. Public Health Nursing faculty.

Focus is on a study of community health needs, health care systems and trends in planning to meet these needs. It will encompass a study of the principles of epidemiology including biostatistics and their application to the investigation of health problems within the community.

360 Psychiatric Nursing. Summer 1970. Credit six hours. Miss Klimenko and faculty.

This six-week course deals with learning the concepts and skills needed to intervene therapeutically with patients who have a psychiatric disorder. The theoretical framework draws upon relevant concepts from the biological, social, and psychological sciences in order to give the student an overall grasp of comprehensive patient care. The clinical experience consists of nursing intervention with hospitalized psychotic patients.

361 Transition to Nursing Practice. Fall. Prerequisite: Nursing 251–253. Credit twelve hours. Mrs. Hugo, chairman, and faculty.

Provides students with the opportunity to further develop their nursing competence and test their leadership ability in selecting health areas. The study of current and projected trends in nursing will serve as a basis for exploring the responsibilities of the professional nurse to himself, his profession, and society.

Program II: Plan of the Nursing Major

FALL SEMESTER
First Year

Course	Credit Hours
133. Biological Science	3
156. Introduction to the Nursing Process: Care of the Growing Family	10
	13

SPRING SEMESTER
First Year

Course	Credit Hours
134. Biological Science	3
157. Nursing Care of Patients with Acute and Long-Term Health Problems	10
	13

FALL SEMESTER
Second Year

Course	Credit Hours
135. Biological Science	2
256. Community Health	10
	12

SPRING SEMESTER
Second Year

Course	Credit Hours
257. Nursing Care of Groups of Patients in Different Settings	12
	12

Program II: Description of Courses

Nursing Courses

156 Introduction to the Nursing Process: Care of the Growing Family. Fall. Credit five hours theory, five hours clinical laboratory. Miss Bielski and faculty.

Designed to introduce the nursing process composed of assessment, planning, implementation, and evaluation. Experiences provided for acquiring beginning technical competence and the utilization of the nursing process in caring for children and adults with major health problems. In the last portion of semester the philosophy of family centered maternity care is introduced and opportunity is provided to apply the nursing process in caring for the growing family.

157 Nursing Care of Patients with Acute and Long-Term Health Problems. Spring. Prerequisite: Nursing 156. Credit five hours theory, five hours clinical laboratory. Miss Bielski and faculty.

The role of the nurse in the care of patients with sudden interruption to health and those with long-term health problems will be studied. Consideration will be given to the health requirements of children and adults receiving services in a variety of settings such as the acute care facility and the home. The impact of these health problems on the individual and the society will be stressed and attention will be given to the planning required to deal with them.

256 Community Health. Fall. Prerequisite: Nursing 156, 157. Credit five hours theory, five hours clinical laboratory. Miss Hansen and faculty.

Focus is directed toward increasing students' understanding of the role of the professional nurse in the care of individuals and families whose health problems necessitate a comprehensive community approach. Included will be the basic principles of community health organizations and current and future trends in health care. Clinical experience in community health agencies, extended care facilities, and psychiatric facilities will be provided.

257 Nursing Care of Groups of Patients in Different Settings. Spring. Prerequisite: Nursing 156, 157, 256. Credit four hours theory, eight hours clinical laboratory. Miss Hansen and faculty.

The role of the professional nurse on a multidisciplined health team concerned with the care of a group of patients with a variety of health needs will be studied.

Natural Science and Related Courses

133 Biological Science. Fall. Credit three hours. Mrs. Stolar and faculty.

An introduction to the properties and physiological processes common to all animals,

such as protoplasmic organization, permeability, metabolism, movement, reproduction, and cell division.

The reproductive cycle in man will be studied. Principles of heredity, general embryology, and development of organs and systems will be included.

Endocrine glands will be surveyed with emphasis on their control of biological processes.

134 Biological Science. Spring. Credit three hours. Mrs. Stolar and faculty.

A study of the cardiovascular-pulmonary dynamics in the human organism. Emphasis will be placed on interference of normal function, mechanisms involved in compensation, tissue changes and sequelae.

A study of the nervous system designed to identify fundamental concepts of sensory and motor phenomenon. Processes leading to sensory deprivation and loss of movement will be included.

135 Biological Science. Fall. Credit two hours. Mrs. Stolar and faculty.

A survey of the microorganisms detrimental to man. Morphology, physiology, distribution, pathogenicity, and control will be included. This course is designed to acquaint the student with communicable diseases that are endemic in society. The correlation between disease patterns and social climate will be identified.

The facilities of the Samuel J. Wood Library are shared by faculty and students at the Medical Center.

Personnel

Administration

Cornell University

Dale R. Corson, President of the University
Robert A. Plane, University Provost
Mark Barlow, Jr., Vice President for Student Affairs
Lisle C. Carter, Jr., Vice Provost for Social and Environmental Studies
W. Donald Cooke, Vice Provost for Research
Lewis H. Durland, University Treasurer
W. Keith Kennedy, Vice Provost
Samuel A. Lawrence, Vice President for Administration
E. Hugh Luckey, Vice President for Medical Affairs
Thomas W. Mackesey, Vice President for Planning
Paul L. McKeegan, Director of the Budget
Robert D. Miller, Dean of the University Faculty
Steven Muller, Vice President for Public Affairs
Arthur H. Peterson, University Controller
Neal R. Stamp, Secretary of the Corporation and University Counsel

The New York Hospital—Cornell Medical Center

E. Hugh Luckey, M.D., President
August H. Groeschel, M.D., Vice-President

Joint Administrative Board

Arthur H. Dean Stanton Griffis Dale R. Corson, Chairman 1970 Robert W. Purcell	Board of Trustees of Cornell University
Kenneth H. Hannan, Chairman 1971 Francis Kernan Frederick K. Trask, Jr. John Hay Whitney	Board of Governors of The Society of The New York Hospital
Walter B. Wriston	Member-at-Large

Cornell University—New York Hospital School of Nursing

Eleanor C. Lambertsen, Ed.D., D.Sc.(Hon.), R.N., Dean
Louise S. Hazeltine, M.A., R.N., Assistant Dean (A.B., Bucknell University, 1946; B.S. in Nursing, Cornell University–New York Hospital School of Nursing, 1949; M.A., New York University, 1959)
Florence Tritt, M.A., R.N., Assistant to the Dean, School of Nursing (Diploma in Nursing, Winnipeg General Hospital School of Nursing, 1940; B.N., McGill University, 1949; M.A., Columbia University, 1953)
Meimi Joki, A.B., Administrative Assistant (A.B., Cornell University, 1948)
Mary Elisabeth Riddick, Registrar
Edna Johnson, Director of Student Relations

ic skills are essential to provide nursing care for patients.

Faculty

Emeritus Professors

Virginia M. Dunbar, M.A., R.N., Professor Emeritus of Nursing and Dean Emeritus
Verda F. Hickox, M.A., R.N., Professor Emeritus of Obstetrics and Gynecologic Nursing
Mary Klein, M.A., R.N., Professor Emeritus of Surgical Nursing
Margery T. Overholser, M.A., R.N., Professor Emeritus of Public Health Nursing
Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing
Veronica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing
Henderika J. Rynbergen, M.S., Professor Emeritus of Science
Agnes Schubert, M.S., R.N., Professor Emeritus of Pediatric Nursing

Professors

Muriel R. Carbery, M.S., R.N., Professor of Nursing; Director, Nursing Service (A.B., Hunter College, 1933; Diploma in Nursing, New York Hospital School of Nursing, 1937; M.S., Catholic University of America, 1951)
Eleanor C. Lambertsen, Ed.D., D.Sc. (Hon.), R.N., Professor of Nursing; Dean, School of Nursing (Diploma in Nursing, Overlook Hospital School of Nursing, 1938; B.S., Columbia University, 1949; A.M., 1950; Ed.D., 1957; D. Sc. (Hon.), Alfred University, 1969)

Associate Professors

Helen M. Berg, M.S., R.N., Associate Professor of Nursing; Department Head, Medical Nursing (B.S., Bucknell University, 1948; B.S. in Nursing, Cornell University–New York Hospital School of Nursing, 1951; M.S., Columbia University, 1968)
Mary T. Bielski, M.A., R.N., Associate Professor of Nursing (B.S. in Nursing, Cornell University–New York Hospital School of Nursing, 1949; M.A., Columbia University, 1958)
Dorothy Ellison, M.A., R.N., Associate Professor of Surgical Nursing; Department Head, Operating Room Nursing (Diploma in Nursing, Colorado Training School for Nurses, 1946; University of Toronto, 1948; M.A., Columbia University, 1957)
Marilyn T. Hansen, M.P.H., R.N., Associate Professor of Public Health Nursing (B.S.N., College of St. Rose, 1952; M.S. in Education, Siena College, 1960; M.P.H., Harvard University, 1970)
Ruth Ernest Helfferich, M.A., R.N., Associate Professor of Nursing (B.S. in Nursing, Cornell University–New York Hospital School of Nursing, 1951; M.A., Columbia University, 1957)
Marjorie A. Miller, M.S., R.N., Associate Professor of Nursing (Diploma in Nursing, Lutheran Hospital School of Nursing, 1948; B.S., Bryan College, 1949; M.S., Columbia University, 1954)
Doris Schwartz, M.A., R.N., Associate Professor of Public Health Nursing (Diploma in Nursing, Methodist Hospital School of Nursing, 1942; B.S., New York University, 1953; M.A., 1958)
Laura L. Simms. Ed.D., R.N., Associate Professor of Surgical Nursing; Department Head, Surgical Nursing (A.B., Texas Women's University, 1940; Diploma in Nursing, Parkland Hospital School of Nursing, 1954; M.Ed., Southern Methodist University, 1950; Ed.D., Columbia University, 1963)
Margie Warren, M.A., R.N., Associate Professor of Nursing; Department Head, Outpatient Nursing (Diploma in Nursing, Protestant Deaconess Hospital School of Nursing, 1942; B.S., Indiana University, 1950; M.A., Columbia University, 1957)

Assistant Professors

Margaret Cotterell, M.A., R.N., Assistant Professor, Foundations of Nursing (Diploma in Nursing, Nuttall Memorial Hospital School of Nursing, Jamaica, W.I., 1950; B.S., Hunter College, 1958; M.A., Columbia University, 1961)
Alice DonDero, M.A., R.N., Assistant Professor of Pediatric Nursing; Department Head, Pediatric Nursing (Diploma in Nursing, Long Island College Hospital School of Nursing, 1941; B.S., New York University, 1951; M.A., 1959)
I. Darlene Erlander, M.A., R.D., Assistant Professor of Nutrition (A.B., St. Olaf College, 1952; A.D.A., 1953; M.A., Columbia University, 1962)
Helma Fedder, M.N., R.N., Assistant Professor of Nursing (Diploma in Nursing, Washington University School of Nursing, 1933; B.S., University of Chicago, 1942; M.N., University of Washington, 1954)
Elenora Haas, M.S., R.N., C.N.M., Assistant Professor of Maternal-Child Nursing (Diploma in Nursing, Bishop De Goesbriand School of Nursing, 1944; B.S., Hunter College, 1958; M.S., Columbia University, 1961; C.N.M., Maternity Center Association, 1961)
Alice A. Hugo, M.A., R.N., Assistant Professor of Nursing (Diploma in Nursing, The Roosevelt Hospital School of Nursing, 1946; B.S., New York University, 1954; M.A., 1957)
Gladys T. Jones, M.A., R.N., Assistant Professor of Medical-Surgical Nursing; Supervisor, Recovery Unit Nursing (Diploma in Nursing, Cornell University–New York Hospital

School of Nursing, 1944; B.S., Columbia University, 1950; M.A., 1962)

Jo Ann Keith, M.A., R.N., Assistant Professor of Psychiatric Nursing (B.S., Ohio State University, 1951; M.A., New York University, 1963)

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Vera Stolar, M.S., R.N., Assistant Professor of Science (Diploma in Nursing, Mount Sinai Hospital School of Nursing, 1947; B.S., Hunter College, 1961; M.S., 1963)

Marie D. Strickland, M.Ed., R.N., Assistant Professor of Maternal-Child Nursing (B.S. in Nursing, Cornell University–New York Hospital School of Nursing, 1947; M.Ed., Columba University, 1965)

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Marcus L. Walker, M.A., R.N., Assistant Professor of Nursing (Diploma in Nursing, Alexian Brothers School of Nursing, 1952; B.S., Columbia University, 1957; M.A., 1959)

Instructors

Patricia A. Donnellan, M.Ed., R.N., Instructor, in Nursing (B.S.N., Seton Hall University, 1958; M.A., St. Mary's College, 1963; M.Ed., Columbia University, 1969)

Pamela J. Galehouse, M.A., R.N., Instructor in Nursing (B.S.N., St. Olaf College, 1965; M.A., New York University, 1969)

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Anne Barbara Keane, M.A., R.N., Instructor, Medical-Surgical Nursing (B.S., Boston College, 1963; M.A., Columbia, 1968)

Sondra Leftoff, B.A., Instructor in Social Science (B.A., Brooklyn College, 1964)

Eloise Lynch, M.S., R.N., Instructor in Nursing (B.S.N., Saint John College, 1966; M.S., University of Michigan, 1969)

Mary Jane Smth, M.N.Ed., R.N., Instructor in Nursing (Diploma in Nursing, Windber Hospital School of Nursing, 1959; B.S.N., University of Pittsburgh, 1963; M.N.Ed., 1965)

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Frances J. Williams, M.A., R.N., Instructor in Nursing (Diploma in Nursing, Bellevue Schools of Nursing, 1961; B.S., New York University, 1961; M.A., 1969)

Associated with the Faculty

Assistants in Instruction

Marion Phyllis Cunningham, B.S., R.N., Assistant in Instruction (B.S. in Nursing, College of St. Teresa, 1961)

Dorothy C. Oakes, B.S., R.D., Assistant in Instruction, Nutrition (B.S., Pennsylvania State University, 1943; A.D.A., 1944)

Staff of Coronary Care Nurse Training

Nina T. Argondizzo, M.A., R.N., Assistant Professor of Medical Nursing (Diploma in Nursing, St. Elizabeth Hospital School of Nursing, 1944; B.S.N., St. John's University, 1954; M.A., Columbia University, 1958)

Administration of The New York Hospital

David D. Thompson, M.D., Director
H. Henry Bertram, Director of Personnel

Muriel R. Carbery, Director of Nursing Service
Susan T. Carver, M.D., Associate Director
George J. McBride, Comptroller
Richard J. Olds, Associate Director
Melville A. Platt, M.D., Associate Director
H. Mefford Runyon, Associate Director
William H. Scott, Associate Director

Administrative and Supervisory Personnel (Nursing Service)

M. Johanna Foster, M.A., R.N., Assistant Director
Elizabeth Brooks, M.A., R.N., Assistant to the Director (Long-Range Planning)
M. Eva Paton, M.A., R.N., Assistant to the Director, (Computer Project)
Marjorie Evans, M.A., R.N., Administrative Assistant, Data Processing
Mary Kozitsky, R.N., Administrative Assistant, Data Processing
Genevieve Nielsen, Administrative Assistant, Data Processing
Helen Doyle, A.B., Residence Director
Lucille Wright, M.S., R.N., Nurse Epidemiologist
Helen V. Miller, R.N., Administrative Assistant
Isabel Cameron, B.S., R.N., Administrative Assistant
Mary Heaney, B.S., R.N., Coordinator, Nursing Service (DeWitt Nursing Home)
Virginia Dericks, M.A., R.N., Consultant, Clinical Nursing Specialist
Lilian Henderson, M.A., R.N., Consultant, Clinical Nursing Specialist
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Rosemary Branagan, M.A., R.N., Instructor, Staff Education
Beatrice Panico, M.A., R.N., Instructor, Staff Education
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Francis Sheedy, B.S., R.N., Instructor, Auxiliary Staff Education
Eleanor Young, R.N., Instructor, Staff Education
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Patricia Jones, B.S., R.N., Supervisor, Medical Nursing Service
Anne Mattison, B.S., R.N., Supervisor, Medical Nursing Service
Anna Olsen, B.S., R.N., Supervisor, Medical Nursing Service
Evelyne Paterniti, R.N., Supervisor, Medical Nursing Service
Eugenia Piszczatowska, M.A., R.N., Supervisor, Medical Nursing Service
Elizabeth Traynor, M.A., R.N., Supervisor, Medical Nursing Service
Jo Ann Perry, B.S., R.N., Clinical Nursing Specialist, Medical Nursing Service
Barbara Boyce, B.S., R.N., Nurse Clinician, Medical Nursing Service
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Juliet Movizzo, B.S., R.N., Administrative Assistant, Operating Room Nursing Service
Anna Ondovchik, M.S., R.N., Supervisor, Operating Room Nursing Service
Eloise Cooke, R.N., Supervisor, Gynecologic Operating Room Nursing Service
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Helen King, B.S., R.N., Administrative Assistant, Outpatient Nursing Service
Carolyn Wagner, M.A., R.N., Administrative Assistant, Outpatient Nursing Service
Mamie Wang, M.A., R.N., Administrative Assistant, Outpatient Nursing Service
Mary Bartlett, M.A., R.N., Clinical Nursing Specialist, Outpatient Nursing Service
Constance Derrell, M.A., R.N., C.N.M., Supervisor, Outpatient Nursing Service
Alberta Evans, R.N., Supervisor, Outpatient Nursing Service

Ena Fisher, R.N., Supervisor, Outpatient Nursing Service
Marie Frohman, R.N., Supervisor, Outpatient Nursing Service
Curtiss L. Low, M.A., R.N., Administrator, Home Care Service
Patricia O'Regan, M.A., R.N., Supervisor, Pediatric Outpatient Nursing Service
Ann Marie Rossomondo, B.S., R.N., Nurse Clinician, Outpatient Nursing Service
Carol Fripp, M.A., R.N., Administrative Assistant, Pediatric Nursing Service
Phyllis Allen, M.A., R.N., Supervisor, Pediatric Nursing Service
Geraldine Glass, M.A., R.N., Supervisor, Pediatric Nursing Service
Kathleen Beatty, B.S., R.N., Supervisor, Pediatric Nursing Service
Margaret Kirk, B.S., R.N., Supervisor, Pediatric Nursing Service
Barbara Morris, B.S., R.N., Supervisor, Pediatric Nursing Service
Mary Richardson, R.N., Supervisor, Pediatric Nursing Service
Diana Newman, B.S., R.N., Acting Coordinator, Premature Institutes
Gay Page Kelly, B.S., R.N., Nurse Clinician, Pediatric Nursing Service
Claire Meyerowitz, M.A., R.N., Administrative Assistant, Private Patients Nursing Service
Marjorie Agnew, M.A., R.N., Supervisor, Private Patients Nursing Service
Rosemarie Bosco, B.S., R.N., Supervisor, Private Patients Nursing Service
Lois Cantrell, B.Ed., R.N., Supervisor, Private Patients Nursing Service
Gladys Dykstra, M.A., R.N., Supervisor, Private Patients Nursing Service
Angeline Gomez, B.S., R.N., Supervisor, Private Patients Nursing Service
Freda Mockenhaupt, R.N., Supervisor, Private Patients Nursing Service
Ursula MacDonald, R.N., Supervisor, Private Patients Nursing Service
Shirley Richardson, B.S., R.N., Supervisor, Private Patients Nursing Service
Kathleen M. Young, B.S., R.N., Supervisor, Private Patients Nursing Service
Theresa Caron, M.A., R.N., Administrative Assistant, Surgical Nursing Service
Grace Brown, M.A., R.N., Supervisor, Surgical Nursing Service
Tillie Cherhoniak, R.N., Supervisor, Surgical Nursing Service
Loretta Kilfoyle, M.A., R.N., Supervisor, Surgical Nursing Service
Ludvina Kroemer, B.S., R.N., Supervisor, Surgical Nursing Service
Mary Pozniak, M.S., R.N., Supervisor, Surgical Nursing Service
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Sally Everson, B.S., R.N., Nurse Clinician, Surgical Nursing Service
Alene Haas, B.S., R.N., Nurse Clinician, Surgical Nursing Service
Mary Ann Schmidt, B.S., R.N., Nurse Clinician, Surgical Nursing Service
Ann Sipple, R.N., Nurse Clinician, Surgical Nursing Service

Administrative and Supervisory Staff (Patient Services)

Personnel Health Service

William N. Christenson, M.D., Director
Carolyn Diehl, M.D., School Physician
Ena Stevens-Fisher, R.N., Supervisor

Nursery School

Eleanor Landsmann, M.A., Pediatric Recreation Department

Nutrition Department

Esther Mackereth, B.S., Director

Occupational and Recreational Department

Joan Cavanaugh, O.T.R., Director, Occupational Therapy, Main Hospital
Margaret Stewart, O.T.R., Director, Occupational Therapy, Psychiatry
Grace Newburg, B.A., Director, Recreational Therapy, Psychiatry

Social Service Department

Marjorie A. Jonas, M.S., Director, Main Hospital
Helen A. Siegrist, B.A., Payne Whitney Clinic

Administrative Personnel of Affiliating Agencies

Public Health Agencies

Eva M. Reese, M.A., R.N., Executive Director, Visiting Nurse Service of New York (and Staff)
Frances McVey, M.A., R.N., Executive Director, Visiting Nurse Association of Brooklyn (and Staff)
Margaret O'Brien, Director, Bureau of Public Health Nursing, New York City Health Department (and Staff)
Harold Wise, M.D., Project Director, Dr. Martin Luther King, Jr., Health Center

Cooperating Groups

Advisory Committee on Prenursing Students on the Ithaca Campus

Placement Service

Mrs. Ann Rogers, Assistant Director, Placement Service (Women's Placement)

Guidance and Testing Center

Howard G. Andrus, Professor, Guidance and Personnel Administration

College of Human Ecology

Jean Failing, Professor, Associate Dean for Undergraduate Education

College of Arts and Sciences

John M. Anderson, Professor of Zoology
F. G. Marcham, Professor of History

College of Agriculture

Howard S. Tyler, Professor in Personnel Administration (Vocational Guidance and Placement)

Office of Admissions

Robert Storandt, Director of Admissions

University Health Services

Frances McCormick, Assistant Professor (Counseling)

Alumnae Association

Eleanor Taggart, '57, President

Committee for Scholarships

Mrs. Robert F. Shuping, President

Students in the School

Class of 1971

Program I-A

Name	*Address*	*Transferred from:*
Abrahams, Barbera S.	Red Hook, N.Y.	C. W. Post College
Adolph, Susan Lynn	Bronxville, N.Y.	Centenary College
Amodia, Anthony John	Flushing, N.Y.	Long Island University
Arvai, Georgia Gail	Berlin, Conn.	Concordia Junior College
Austin, Patricia Harnish	Darien, Conn.	University of Dubuque
Bachwitt, Dian	S. Charletson, W. Va.	Washington University
Barber, Margaret Welles	Delmar, N.Y.	William Smith College
Bardin, Judith Aycock	Levittown, N.Y.	Northeastern University
Batson, Joan Henrietta	Brooklyn, N.Y.	St. John's University
Belmont, Mary Ferguson	Philadelphia, Pa.	University of Pittsburgh
Bender, Cynthia Lee	West Chester, Pa.	Lindenwood College
Bisset, Anne	Paramus, N.J.	Houghton College
Brophy, Joanne	New York, N.Y.	Thomas More College
Brown, Lillian	New York, N.Y.	Johnson College, Smith University
Cain, Susan Murry	Buffalo, N.Y.	Wells College
Campbell, Anne Elizabeth	Manchester, Conn.	St. Joseph College
Carotenuto, Jo-Ann	Brooklyn, N.Y.	Cedar Crest College
Carswell, Brenda Diane	Dover, N.H.	University of New Hampshire
Castellaneta, Diane Mary	Staten Island, N.Y.	Marygrove College
Clark, Florence Evelyn	New York, N.Y.	City College
Clark, Sandra Lee	Arkport, N.Y.	Houghton College
Cutugno, Christine Lynn	Perth Amboy, N.J.	Douglass College
Daniel, Sharyn E.	Auburn, N.Y.	Auburn Community College
Denton, Janet Elizabeth	Glendale, N.Y.	Houghton College
Drolshagen, Sister Jane	New York, N.Y.	Mary Rogers College
Edgar, Mari-Ellen	Royersford, Pa.	Juniata College
Finkbiner, Jane Elva	Annville, Pa.	Elizabethtown College
Fortenbacher, Joyce Caroline	Huntington Station, N.Y.	Concordia Junior College
Freedman, Brenna Susan	Fort Lee, N.J.	Stephens College
Gaillard, Captain Allimont	New York, N.Y.	Howard University
Gaydos, Cheryl Reebel	Pittsburgh, Pa.	The King's College
Getz, Nona Salager	Forest Hills, N.Y.	Southern Seminary Junior College
Greenberg, Ida Lee	Brooklyn, N.Y.	Brooklyn College
Harnett, Virginia Catherine	Westfield, N.J.	Douglass College
Harper, Doreen Connor	Riverside, R.I.	Albertus Magnus College
Harris, Mary Jo	Fair Haven, N.J.	Marymount College
Hubicki, Sister M. Johnice	Danville, Pa.	Cabrini College
Humes, David D.	Woodland Hill, Calif.	Beloit College
Jenkins, John C.	New York, N.Y.	Waynesburg College
Johnson, Bonny Libbey	Waterford, Conn.	Vassar College
Klein, Margaret Ann	Strafford-Wayne, Pa.	Stephens College
Kobliska, Synthea Maas	Williamsburg, Iowa	Iowa State University
Lull, Deborah Ann	Morris, N.Y.	The King's College
Lux, Sharon Grauel	Logansport, Ind.	Indiana University
Mattingly, Sister Lelia Jane	Maryknoll, N.Y.	Mary Rogers College
McDonald, Carol Frances	Fort Salonga, N.Y.	St. John's University
McFadden, Pamela Westbrook	Closter, N.J.	Fairleigh Dickinson University
McGillis, Ruth Catherine	Saranac Lake, N.Y.	Mercy College
Merrow, Sherry Lynne	Peabody, Mass.	Colby Junior College
Nicklas, Anne	Hollidaysburg, Pa.	Juniata College

Name	*Address*	*Transferred from:*
Osborne, Mary Elizabeth	Omaha, Neb.	Elmira College
Papera, Susan Phyllis	Caldwell, N.J.	Caldwell College
Patrick, Theresa Ann	Factoryville, Pa.	Keystone Junior College
Ralston, Ruth Hamilton	Slippery Rock, Pa.	Allegheny College
Rogers, Judith Ann	Maryknoll, N.Y.	Mary Rogers College
Rose, Janice Ruth	Hawthorne, N.J.	Centenary College
Rugis, Darlene	Passaic, N.J.	Eastern Baptist College
Sanders, Susan Iler	Eggertsville, N.Y.	Green Mountain College
Schneider, Lesley	Eastchester, N.Y.	Ithaca University
Steinmetz, Karen Ruth	Buffalo, N.Y.	Green Mountain College
Trebeck, Kay Marion	Concord, N.H.	University of New Hampshire
Van Camp, John Robert	New York, N.Y.	Fordham University
Vecchiotti, Linda Jane	Briarcliffe Manor, N.Y.	Marymount College
Weber, Annabelle Mary	New Britain, Conn.	Cornell University
Webster, Mary Elizabeth	South Berwick, Me.	Heidelberg College

Program I-B

Acher, Kathleen Louise	Greensburg, Ind.	Indiana University
Allen, Elizabeth Mary	Jamaica, N.Y.	St. John's University
Amodeo, Sister Rita B.	Staten Island, N.Y.	Fordham University
Blanchard, Karen Louise	Unionville, Conn.	Emmanuel College
Bliss, Cheryl Roberta	Ithaca, N.Y.	Cornell University
Blum, Barbara Faye	Brooklyn, N.Y.	Brooklyn College
Bornkamp, Jeannette Louise	Dumont, N.J.	The King's College
Borowiak, Patricia Kathryn	Bethlehem, Pa.	Northampton County Area Community College
Bouthillier, Sister Louise Claire	Maryknoll, N.Y.	Mary Rogers College
Braselman, Helga Marie	Warren, N.J.	The King's College
Burch, Sister Joyce	San Antonio, Texas	Mary Rogers College
Caufield, Kathryn Anita	Douglaston, N.Y.	Marymount College
Chamberlain, Ellen Melissa	Chester, N.Y.	Green Mountain College
Christie, Charlotte Elizabeth	Meadville, Pa.	Ohio Wesleyan University
Coats, Deborah Faye	Wellsville, N.Y.	Houghton College
Conners, Sister Mary Ellen	Maryknoll, N.Y.	Mary Rogers College
Cunningham, Mary Nora	New York, N.Y.	Mount St. Vincent College
Darling, Cynthia Scott	Boston, Mass.	Colby Junior College
Dietz, Susan Martha	Valley Stream, N.Y.	The King's College
Edwards, Susan	Wayne, N.J.	Western Maryland College
Federico, Paula Helene	Baltimore, Md.	Connecticut College
Ferrante, Mary	Newark, N.J.	Englewood Cliffs College
Fox, Edna Mae	Clinton, N.J.	Houghton College
Goldberg, Susan Helen	New Brunswick, N.J.	Douglass College
Heckadon, Jean Elizabeth	Bakersfield, Calif.	University of the Pacific
Heineman, Laurie Ruth	Hamburg, N.Y.	William Smith College
Herrington, Deborah Ball	Valhalla, N.Y.	Wheaton College
Hondorf, Carol Lee	Rochester, N.Y.	State University at Buffalo
Humphrey, Ellen Hathaway	Ithaca, N.Y.	Goucher College
Johnston, Joan Louise	Plandome, N.Y.	Ithaca College
Kerwick, Nancy Kathleen	Bay Shore, N.Y.	The King's College
Keyes, Victoria Ann	Great Neck, N.Y.	Cortland State University
Kline, Carol Sue	Annville, Pa.	Nyack Missionary College
Krisanda, Christine	Olyphant, Pa.	Marywood College
Lederer, Jane Ellen	Atlantic Beach, N.Y.	Pine Manor Junior College
Levy, Ellen Esther	Roslyn Heights, N.Y.	Harpur College
Lione, Linda A.	Carle Place, N.Y.	Lasell Junior College
Longo, Marion B.	Woodbridge, Conn.	Heidelberg College
McGrath, Susan Joan	Bogota, N.J.	Montclair State College
McShane, Patricia Catherine	Bogota, N.J.	Montclair State College
Misiaszek, Kathleen V.	Wilbraham, Mass.	Merrimack College
Newton, Deborah Louise	Bethel, Conn.	Western Connecticut College
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Name	*Address*	*Transferred from:*
Pfirman, Marion Louise	Avon, Conn.	Dickinson College
Poole, Deborah Jane	Pound Ridge, N.Y.	Endicott Junior College
Rehm, Carol	New York, N.Y.	Mercy College
Roehner, Judith Ann	Glens Falls, N.Y.	Cornell University
Ross, Carolyn Bertha	Savannah, Ga.	Armstrong State College
Saltzman, Ellen Penny	Smithtown, N.Y.	Russell Sage College
Sardegna, Charles John	Mattapan, Mass.	Newton Junior College
Schnabel, Ann Hyatt	Rosemont, Pa.	Vermont College
Siegrist, Katherine Ann	Staten Island, N.Y.	Wagner College
Simon, Julie Ann	Stamford, Conn.	University of Connecticut
Smith, Barbara Louise	Bloomfield, N.J.	Caldwell College
Smith, Gretchen Priscilla	Pelham, N.Y.	Colby Junior College
Speer, Margaret Anne	Fayetteville, N.Y.	Cornell University
Stiefel, Christina Gemma	New York, N.Y.	Barnard College
Walsh, Mary Margaret	New York, N.Y.	Mercy College
Weil, Susan Granat	New York, N.Y.	Vassar College
Zimmerman, Kathryn Ann	Paterson, N.J.	The King's College

Program II

Addelson, Jane Ullman	Boston, Mass.	Pembroke College
Caltagirone, Jeanine Lillian	Briarcliff Manor, N.Y.	Skidmore College
Caputo, Emerita Marie	New York, N.Y.	Fordham University
Clapp, Nancy Elizabeth	Portland, Conn.	MacMurray College
Devereux, Mary Lorraine	Fresno, Calif.	Wellesley College
Ferris, Caroline Murray	Port Washington, N.Y.	Wheaton College
Foley, Mary Elizabeth	New York, N.Y.	Mount St. Vincent College
Goldenberg, Ann Beth	Great Neck, N.Y.	Skidmore College
Gribble, Gretta Sue	Fayetteville, Ark.	Radcliffe College
Halladay, Ann Sherman	Dedham, Mass.	William Smith College
Hempstead, Margaret May	New York, N.Y.	New York University
Hogan, Elizabeth Carney	Rye, N.Y.	Le Moyne College
Hood, Victoria Helen	San Francisco, Calif.	Pomona College
Hornblower, Rosalie	Greenwich, Conn.	Radcliffe College
Hosmer, Joan Buttrick	Holden, Mass.	Connecticut College
Hubbard, Harriet Allen	West Hartford, Conn.	Smith College
Litchman, Marilyn Lois	West Hartford, Conn.	Barnard College
McCarthy, Anne	San Luis Obispo, Calif.	University of California
Nordell, Maxine Emily	Brooklyn, N.Y.	Brooklyn College
Parsons, Cynthia	Mineola, N.Y.	Mount Holyoke College
Petersen, Nancy Marie	Stony Brook, N.Y.	State University at Stony Brook
Ratliff, Elizabeth	Indianapolis, Ind.	Ohio Wesleyan College
Ruben, Lorraine Rita	Oceanside, N.Y.	State University at Stony Brook
Sachwald, Rochelle Marcy	New York, N.Y.	Hunter College
Schickhaus, Ann Dixon	West Orange, N.J.	Briarcliffe College
Tillinghast, Anne	Middlebury, Vt.	Middlebury College
Wheeler, Janis Deirdre	Cambridge, Mass.	Radcliffe College
Wilson, Nancy Ann	Dayton, Ohio	Wilson College
Wirene, Jamie Wadsworth	Schenectady, N.Y.	Mount Holyoke College

Request for Information or Application

It is desirable that prospective applicants contact the School as early as possible so that they may receive assistance in planning their programs in college to gain the best possible background preparatory to entering the School of Nursing.

To receive information, fill out and return the form below. (The writer should include his zip code.)

Registrar
Cornell University–New York Hospital School of Nursing
1320 York Avenue, New York, New York 10021

Please place my name on your mailing list.

Name . . . . . .

Address . . . . . .

. . . . . .

Date of Birth . . . . . .

High School: name and location . . . . . .

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Date diploma received or expected . . . . . .

College: name and location . . . . . .

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Please send me an application blank for:

Program I (after two years of college) . . . . . .

Program II (after four years of college) . . . . . .

I wish to apply for admission in September . . . . . .
(Year)

Form of Bequest

Gifts or bequests to the School of Nursing may be made either to the Hospital or to the University with a request that they be used for the School of Nursing, as follows:

"I give and bequeath to The Society of the New York Hospital (or I give and bequeath to Cornell University) the sum of $. . . . . for the Cornell University–New York Hospital School of Nursing."

If it is desired that a gift to the School of Nursing shall be made in whole or in part for any specific purpose in the program of the School, such use may be specified.

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